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ABSTRACT

Part of a national research project, this study of students at risk involved elementary and high school pupils in the El Paso (Texas) area. Investigators sought answers to questions concerning the identity and characteristics of at-risk students, and school intervention programs and their effectiveness. Data were gathered on 296 students in three schools. Information collected included presence or absence of 45 at-risk factors and the frequency of use of 13 strategies designed to help students succeed. A "holding power statistic" was computed for the high school; an intensive case study was done on one student; and records of 40 pregnant girls were examined. Findings indicated that 40 percent of the students were seriously at risk, in contrast with 25 percent in the national sample. Males were found to be slightly more at risk than females. Hispanics were most at risk, followed by Blacks, Native Americans, Whites, and Asians. Principals and teachers reported spending 21 percent to 30 percent of their time with students at risk and 80 percent felt their efforts were average or above average in productivity. Strategies most frequently used to help students included parent involvement, computer instruction, tutoring, extra instruction in basic skills, and flexible scheduling. Strategies considered most effective included extra instruction in basic skills, placement in classes smaller than typical, parent involvement, use of special teachers, and special education. Discussion concludes with recommendations. Related materials appended include the case study, an optional study on variables relevant to the profile of teen mothers in El Paso County, and a bibliography on at-risk students citing 112 references. (RH)

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STUDENTS AT RISK

Final Report
The University of Texas at El Paso
Phi Delta Kappa Chapter Research Study

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ABSTRACT

Purpose

The problem of this study was to find answers to four questions: (1) Who is at risk?, (2) What are they like?, (3) What are the schools doing to help these students?, and (4) How effective are these efforts?

Procedures

Data was gathered about 296 students from principals, counselors, and teachers in three schools. Information collected included presence or absence of 45 at risk factors and the frequency of use of thirteen strategies designed to help students succeed. A "holding power statistic" was computed for the high school, an intensive case study was done on one student, and records of 40 pregnant girls were examined.

Findings

Forty percent of the students in this study were found to be seriously at risk, i.e. they were at or above the 75th percentile in terms of at riskness. This compared to 25% of the students in the national sample. Males were found to be slightly more at risk than females. Hispanics were found to be most at risk followed by Blacks, Native Americans, Whites, and Asians.

Principals and teachers reported spending 21% to 30% of their time with students at risk and 80% felt their efforts were average or above average in productivity.

Strategies most frequently used to help students included parent involvement, computer instruction, tutoring, extra basic skill instruction, and flexible scheduling. Strategies believed to be most effective for use with the at risk student included extra basic skill instruction, placement in classes smaller than typical, parent involvement, use of special teachers, and special education.

Individual and school effort scores were calculated by counting the number of helping strategies received by students. The average effort score for all 296 students was 4.80 compared to the national average of 3.21. The ethnic group receiving the highest effort score was Blacks (7.57) followed by Hispanics (4.81), Whites (4.66), Native Americans (4.00), and Asians (3.33).

Those at or above the 90th percentile in terms of at riskness received the highest average effort score (6.02) followed by those at or above the 75th percentile (5.67), and those below the 75th percentile (4.19). The data reviewed on students who entered the ninth grade for the first time in 1984 indicated that the high schools holding power for them was 83.41% compared to 78.60% for the high schools who participate in the national study.

Conclusions and Recommendations

Based on the findings of this study, the following conclusions were reached:

1. Although students in the local sample were more at risk than those

in the national sample (40% compared to 25%), local effort scores were higher (4.80 compared to 3.21), and high school holding power was greater (83.41% compared to 78.60%).

2. Those who are most at risk appear to be receiving the most help.
3. The help received most often by students, including those at risk, is not always the type of help teachers and principals believe to be most effective.
4. Though previous research verifies that retention in grade is harmful, the practice is widely used.

The following recommendations were made:

1. Review the records of students who have high at risk scores and low effort scores and try to determine why situation exists.
2. Provide the encouragement, support, and incentives teachers need to make more regular use of the strategies they themselves believe to be effective.
3. Follow the fourth, seventh, and tenth graders who were a part of this study to see how various efforts relate to holding power and graduation rate.
4. Determine the holding power and effort scores of all high schools and compare the findings.
5. Weight at risk factors separately for the three different grade levels.
6. Determine at risk and effort scores for all students and take appropriate action.
7. Explore alternatives to grade retention.

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CHAPTER I

INTRODUCTION

The project described herein, "A Study of Students At Risk," was a part of a larger national study by the same name conducted by Phi Delta Kappa. The national study grew out of an attempt to find out which issues in education will be most critical by 1990. During the Biennial Council in Louisville in October, 1987 members of Phi Delta Kappa identified four issues that they thought would be most critical by 1990. They were (1) at risk/neglected/abused students, (2) changing demographic factors, (3) public support and confidence in education, and (4) improving the effectiveness of schools.

Using the issues identified during the Biennial Council, Dr. Jack Frymier developed a proposal for "A Study of Students At Risk" that would be a collaborative effort involving 100 local chapters of Phi Delta Kappa. The proposal was approved by the Board of Directors of Phi Delta Kappa in January of 1988, and invitations went out to chapters seeking participation in the study.

On April 4, 1988 The University of Texas at El Paso Phi Delta Kappa Chapter submitted an application for participation in the project. On May 19, 1988 the chapter was notified that it had been selected out of over 230 applications to participate in the study.

Statement of the Problem

The problem of this study, as well as the larger national study, was to find answers to four questions:

1. Who is at risk?
2. What are they like?
3. What are the schools doing to help these students?
4. How effective are these efforts?

The student was to be the focus of the study, but five factors or sets of conditions were felt to bear on the degree to which the student was or was not at risk: family, peers, school, life events, and community context (Frymier, 1989).

Need for the Study

The pace and nature of today's society creates demands and opportunities for children that are different from the demands and opportunities of earlier times. Some of them cope with these demands and opportunities effectively while others have difficulty. Success and failure characterize the lives of all children. Consequently, all children need help to succeed (Barber, Carriedo, Denton, Frymier, Gansneder, Johnson-Lewis, and Robertson, 1988).

A review of the literature, including the findings of over 100 studies, identified many factors related to "at riskness." According to Barber et al. (1988), "children who contemplate or attempt suicide are at risk." Children who sell drugs, mug people, or steal are at risk. Children who participate in sexual activity, use drugs, or drink alcohol are at risk. Children who are abused are at risk. And children who miss school, or fail in school are at

risk. In other words, students who are at risk are the ones who are likely to fail at school or to fail at life.

The need for this study is based on the need to know who is at risk and what they are like so that what is being done for them and how effective it is can be determined.

Limitations of the Study

Although the schools selected for this study were thought to be representative of the El Paso area, the results reported herein are not representative of public schools in the United States. Consequently, generalizations cannot be drawn from the results of this study.

CHAPTER II

METHODS AND PROCEDURES

This study was conducted according to methods and procedures contained in the Manual of Instructions for A study of Students At Risk (Barber et al., 1988) developed by a committee of researchers appointed by the president to coordinate the national research project for Phi Delta Kappa. To answer the four questions posed in the statement of the problem (i.e. who is at risk, what are they like, what is the school doing to help them, and how effective are the school's efforts?) the manual specified thirteen jobs to be completed:

1. form a research committee
2. select three schools in the El Paso area
3. go through extensive training
4. interview the principal in each school
5. survey the teachers in each school
6. apply the "Holding Power Statistic" in the high school
7. write a narrative report about each school
8. collect information about students in each school
9. do a case study of one student
10. do an optional project
11. (perhaps) do further analyses of data
12. discuss the data at a district-level meeting
13. disseminate the research results

Getting Started

The first job was to form a research committee. The officers of the University of Texas at El Paso Chapter of Phi Delta Kappa appointed Dr. Joe Lars Klingstedt as the local project director and asked that he select the persons who would make up the research team. The project director reviewed all of the jobs that needed to be done, considered the experiences

and skills required, and reviewed the membership of the local chapter to identify those persons best qualified to contribute. People were chosen from the three largest school districts in the area, The University of Texas at El Paso, and Region XIX Education Service Center. Invitations to participate in specific capacities were extended, and all who were invited (19) accepted.

Job 2 called for the selection of three public schools that are representative of the El Paso area: one elementary school, one middle school, and one high school. The committee met for the first time on September 19, 1988. The main item of business was to accomplish the task of selecting the schools for participation in the study. The committee decided that a representative sample of students from elementary, middle, and high school could be most accurately obtained by determining percentages of students identified as Limited English Proficient from districts with 10,000 or more students. It was stipulated that the districts should be totally or partially within the El Paso city limits. The result was the selection of the El Paso Independent School District (I.S.D.), the Socorro I.S.D., and the Ysleta I.S.D. for participation in the project.

The criteria for selecting schools within the districts stated that the high school must include grades 9-12, there should be accessibility to school records, principals and teachers should be cooperative, campuses with too high Hispanic populations (more than 85%) should not be included, and schools should be selected which most accurately represent the total area. The three public schools to be a part of the study were selected, one from each district, using the above criteria.

Job 3 involved preparation for the study. Two training sessions were held to accomplish this task. The first was a session in Kansas City conducted for all project directors by Phi Delta Kappa. The Kansas City session (October

7-9, 1988) included instructions and information about the jobs and tasks to be completed. The second training session was conducted by the local project director in El Paso on October 17, 1988. Material discussed in Kansas City was explained, and an optional project (job 10) was selected.

Principal Interviews

Two committee members, and a graduate research assistant, made appointments to spend about three hours with each of the three principals. Each principal was given a copy of the questions that would be asked during the interview (see Appendix A). They were asked to answer the questions ahead of time although the answers would be recorded by the research team members during the actual interview. The principals were told that they would keep their written responses and that their name and the name of their school would not be released to anyone. The interviews were conducted as scheduled, and the data were complied for analysis.

Teacher Survey

The fifth job was to survey all of the teachers in each school using the Teacher Survey: A Study of Students At Risk (see Appendix B). The materials went from the Assistant Superintendent of each district (all members of the research team) through the three principals to all of the teachers. The project was explained to the teachers, and 222 completed the answer blanks (see Appendix B) and returned them. They were allowed to keep the "Teacher Survey" booklets.

"Holding Power Statistic"

In order to determine the degree to which the high school helps its students graduate, job six was to apply what was called the "holding power statistic." Holding power is defined by Barber et al. (1988) as the proportion of ninth graders who graduate from high school four years later, plus those who are still in school, accounting for those who left for reasons that are explainable. Research team members met with the high school principal and explained the need to be able to trace students enrolled in the ninth grade as of October 1, 1984 through the twelfth grade using official school records. All data was recorded on the "Recording Sheet" (see Appendix C), but that form, with students' names, was kept by the principal. Summaries of the data in each column on the "Recording Sheet" was recorded on a "Holding Power Statistic Summary Sheet" (see Appendix D), and that form was the only information taken from the building by the Phi Delta Kappa research team. After the data were collected and summarized, the holding power statistic for the high school was computed.

Narrative Report About Each School

A report was written about each of the three schools which described the school district where the school was located, the school itself, its students, teachers, principal and parents, the community where the school is located, the school's orientation toward and effectiveness with at risk students, and what happened when the data was collected.

Student Information

The real heart of the study was the collection and analysis of data on approximately 300 students--100 fourth graders, 100 seventh graders, and 100 tenth graders. To achieve these numbers, all of the fourth graders in the elementary school were used, and a random sample of 100 seventh graders and 100 tenth graders was selected. The students selected were not chosen because they were at risk; they were "regular" students.

Members of the research team met with counselors, teachers, and administrative personnel who knew the students best in order to gather the desired data. In addition to firsthand knowledge, cumulative folders, achievement data, and attendance data were used to complete the profile on each student. Students were identified by name and number (school responsibility), and the data was recorded on an "answer blank" (research team responsibility (see Appendix E). If there was no information for a given item, that space on the "answer blank" was left unmarked. Since the school kept the names and ID numbers and Phi Delta Kappa collected only the "answer blanks", anonymity was assured.

Case Study

Meeting with the fourth grade teachers, research team members reviewed all of the information collected about the 100 fourth graders and identified the one who all believed was most seriously at risk. The child chosen for the case study was a ten-year old Hispanic male. Permission to do the case study, including a videotape, on the selected student was secured from the parent, the child, the principal, and the child's teachers.

Summary information was recorded on a prepared form (see Appendix F), two videotapes were produced, and a narrative report was

written (included in Appendix G). The first videotape focused on the student and his total life situation, and the second videotape focused on what the school is doing to help the student. Each tape was approximately 60 minutes long (Bixler-Marquez, and Seda, 1989).

Optional Project

Each chapter participating in the national study of students at risk was asked to complete one optional project of their own choosing that related to the major purposes of the study. The University of Texas at El Paso Chapter of Phi Delta Kappa chose to try and determine if there are significant factors which impact the pregnant student with regard to the drop-out issue, and, if these factors exist, to identify them.

A computerized selection of 40 pregnant girls was made. Ten girls were chosen from each of the following years: 1984-85, 1985-86, 1986-87, and 1987-88. Multiple regression analysis was used to determine the statistical significance to all subjects at the .05 level of the following variables: age, zip code, ethnicity, mental status, method of referral, status of pregnancy, medical care status, number of previous children, number in household, receptive of government assistance, highest grade completed, type of school attended, age and grade at time of dropout, work experience, health status, alcohol problems, and suicide attempt(s) (Swaney, Lewis, and Johnson, 1989).

Summary

In order to answer the four questions posed in the statement of the problem (i.e. who is at risk, what are they like, what are the schools doing to help these students, and how effective are these efforts?) data was gathered

about students in three schools representative of the El Paso area (approximately100 from elementary, 100 from middle, and 100 from high school) from administrators and teachers in those schools. Principals were interviewed and 222 teachers were surveyed to determine what places a student at risk, what is being done in their school to help them, and how effective it is. To further determine the degree to which the high school helps its students to graduate, a "holding power statistic" was computed.

Student information was collected on approximately 100 "regular" students in grade four, seven, and ten, and an intensive case study was done using a ten-year old Hispanic male student.

Finally, a study of 40 pregnant girls was made to determine if there are significant factors which impact the pregnant student with regard to the dropout issue, and, if these factors exist, to identify them.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

The data gathered to answer the four questions posed in the statement of the problem (i.e. who is at risk, what are they like, what are the schools doing to help these students, and how effective are these efforts?) included interviews of the principals and a survey of the teachers in the three school involved in the study; 1988 graduation/retention information on all students who were ninth graders in the high school selected in 1984; narrative reports describing each of the three schools and their settings; information (family, language, school attendance and progress, extra curricular activities, and existence of at risk factors) on approximately 300 students in grades four, seven, and ten; detailed case study information on a ten-year old Hispanic male, and drop-out information of forty pregnant girls.

Who is At Risk?

Members of the national Phi Delta Kappa research team came to an agreement on a general definition that stated that a student was at risk if he or she was likely to fail at school of fail at life. Proceeding from this general definition, a review of over 100 studies was conducted to identify specific conditions that caused a student to be at risk. Forty-five specific factors were identified and a questionnaire based on these factors was developed and administered to 97 experienced educators to determine the relative importance of the factors identified in terms of their contribution to at riskness. Following this a weight was assigned to each factor based on the value accorded the factors by the experienced educators. After the responses were summed for each item, they were listed in rank order and a weight

was given to each item. The top nine items received a rank of 5, the next nine received a rank of 4, the next nine received a rank of 3, the next nine received a rank of 2, the next seven received a rank of 1, and the last two received a rank of 0 (Frymier, 1989).

Members of the local research team, with the assistance of personnel in the three schools, collected information for 296 students in the three schools. The data collected concerned the presence or absence of each of the 45 at risk factors for each student. If an answer on an item was unknown for a particular student, that item was left blank on the answer sheet.

The answer blanks were scanned optically and placed on magnetic tape, and an at risk score was determined for each student based on the explanation presented above.

As indicated in Table 1, the 97 fourth graders in the local study had an average at risk score of 9.76 with a range of 0-29 as compared to an average score of 8.70 for the 6,173 students in the national study. Information concerning at risk score ranges for specific grades was not available for the national study. The 99 seventh graders in the local study had an average at risk score of 16.85 with a range of 0-57 as compared to an average score of 9.12 for the 7,762 students in the national study. Finally, the 100 tenth graders in the local study had an average at risk score of 13.11 with a range of 0-38 as compared to an average score of 11.67 for the 7,417 students in the national study. Consequently, the average at risk score for all 296 students in the local study was 13.26 with a range of 0-57 as compared to an average score of 9.88 with a range of 0-121 for the 21,352 students in the national study.

TABLE 1

LOCAL AND NATIONAL AT RISK SCORES

	Local			National		
Grade	N	Average At Risk Score	Range	N	Average At Risk Score	Range
Fourth	97	9.76	0-29	6173	8.70	
Seventh	99	16.85	0-57	7762	9.12	
Tenth	100	13.11	0-38	7417	11.67	
TOTALS/AVES.	296	13.26	0-57	21,352	9.88	0-121

Based on the composite national data, an at risk score of 14 or higher places a child at the 75th percentile in terms of at riskness, and a score of 23 or higher puts the child at the 90th percentile. Table 2 shows that over 40 percent of the children involved in the local study are seriously at risk, and close to one-half of those seriously at risk had an at risk score of 23 or higher which put them at or above the 90th percentile in terms of at riskness.

TABLE 2

PERCENT OF STUDENTS SERIOUSLY AT RISK

Degree of At Riskness	4th Grade N = 97		7th Grade N = 99		10th Grade N = 100		Total N = 296	
	N	%	N	%	N	%	N	%
At or Above 75th Percentile	29	30	51	52	39	39	119	40.20
At or Above 90th Percentile	4	4	30	30	15	15	49	16.55

What Are They Like?

The "typical" student included in this study, not just those at risk, was an Hispanic (72%) who has three or more siblings (50%), and lives at home with both real parents (61%) where English is the primary language used (53%). The student's parents are both high school graduates (fathers 61%, mothers 63%) the father is a laborer (skilled 39%, unskilled 15%), the mother is housewife (42%), and both parents have a positive attitude toward school (74%).

Compared to students in general, teachers said their students, not just those at risk, were average or above in attendance, general behavior, attitude toward school, classroom attention, homework completion, and math skills. They said their students were below average in writing, higher thinking skills, reading comprehension, and listening skills. They also said their students' diversity of experience (trips, etc.) was on the low end of the scale.

Finally, teachers said that their students were confronted more than students at most other schools with problems of substance abuse, family discord, family stability, crime, and alcohol abuse.

An analysis of the data collected about students, coupled with the resulting at risk score, began to tell us what the at risk student was like. As indicated in Table 3, males were found to be slightly more at risk than females. The males in this study received an average at risk score of 14.01 compared to a score of 12.04 for females. The differences were very similar for all three grades studied. In the fourth grade males scored 10.36 compared to 9.61 for females. In the seventh grade males scored 17.92 compared to 14.12 for females, and in the tenth grade males scored 13.29 compared to 12.65 for girls.

TABLE 3

AT RISK SCORES BY SEX

	4th Grade		7th Grade		10th Grade		Total	
	N	Ave. Score	N	Ave. Score	N	Ave. Score	N	Ave. Score
Male	43	10.36	50	17.92	52	13.29	145	14.01
Female	54	9.61	49	14.12	48	12.65	151	12.04
TOTALS/AVES.	97	/ 9.76	99	/16.85	100	/13.11	296	/13.26

When viewed by ethnic group, Hispanics are most at risk, and Asians are least at risk. Table 4 shows that the average at risk score for the 212 Hispanics across all three grades was 14.79 as compared to an average score of 6.25 for the 12 Asians across the three grades. The 45 Hispanic fourth graders had an average at risk score of 10.33, the 84 seventh graders' average score was 18.05, and the 83 tenth graders' average score was 13.90. On the other hand, the 11 Asian fourth graders had an average at risk score of 6.55. There was one Asian seventh grader, and that person's at risk score was 3.00. There were no Asian tenth graders in the study.

Just below Hispanics in terms of at riskness were Blacks. There were seven Blacks, and their average at risk score was 12.00. The three fourth grade Blacks had an average at risk score of 13.33. The one Black seventh grader had a score of 24.00, and the average score for the three tenth graders was 6.67.

Native Americans were below Blacks in terms of at riskness. The average at risk score for the 11 Native American fourth grade children was 10.73. There were no Native American children in either the seventh or the tenth grade groups.

Whites had an average at risk score of 9.44 which put them next to the lowest in terms of at riskness. The average at risk score for the 23 White fourth graders was 8.91. The 13 seventh graders had an average score of 9.08, and the average score for the 14 tenth graders was 10.64.

TABLE 4

AT RISK SCORES BY ETHNIC GROUP

	4th Grade		7th Grade		10th Grade		Total	
	N	Ave. Score	N	Ave. Score	N	Ave. Score	N	Ave. Score
White	23	8.91	13	9.08	14	10.64	50	9.44
Black	3	13.33	1	24.00	3	6.67	7	12.00
Hispanic	45	10.33	84	18.05	83	13.90	212	14.79
Native Am.	15	10.73	0	-	0	-	15	10.73
Asian	11	6.55	1	3.00	0	-	12	6.25
TOTALS/AVES.	97 / 9.76		99 / 16.85		100 / 13.11		296 / 13.26	

From five to forty percent of the students were found to possess one or more risk factors with a weight of 5, 4, or 3. Table 5 shows that of the risk factors with a weight of 5, 16% of the students were estimated to have a negative self-esteem by their teachers, and teachers believed that 6% had parents with a negative attitude toward education.

Concerning factors with a risk factor of 4, 27% of the students had been retained in grade, 13% failed two or more courses in the past year, 11% had a sibling who had dropped out of school, 10% had been absent 21 or more days in the past year, 5% were suspended in the past year, and 5% had parents who were believed to have drank excessively in the past year.

In reference to risk factors with a weight of 3, 40% of the students had reading achievement test scores below the 40th percentile, 14% had parents who divorced or separated in the past year, 13% had average grades of D or below in the past year, 11% attended four or more schools in the past five years, 9% had parents who lost their job in the past year, 8% were in a special education category, and 5% were believed to come from a family where a family member used drugs in the past year.

TABLE 5

AT RISK FACTORS WITH WEIGHTS OF THREE, FOUR, OR FIVE

POSSESSED BY FIVE PERCENT OR MORE OF THE STUDENTS

At Risk Factor	Factor Weight	Percent of Students With Factor
Teacher estimate of student self-esteem negative	5	16%
Negative parent attitude toward education	5	6%
Retained in grade	4	27%
Two or more courses failed past year	4	13%
Sibling dropped out	4	11%
Absent 21 or more days past year	4	10%
Suspended past year	4	5%
Parent drank excessively past year	4	5%
Reading achievement test scores below 40th percentile	3	40%
Parents divorced or separated past year	3	14%
Average grades D or below past year	3	13%
Four or more schools attended past five years	3	11%
Parent lost job past year	3	9%
In special education category	3	8%
Family member used drugs past year	3	5%

Between five and forty percent of the students were found to possess one or more risk factors with a weight of two or one. As shown in Table 6, of the risk factors with a weight of 2, 24% of the students were one or two years older than other students, 8% had a serious illness or accident in the past year, and 6% were dropped from an athletic team in the past year.

In relation to risk factors with a weight of 1, 57% of the students did not participate in any extra-curricular activities, 21% changed residence in the past year, 18% changed schools in the past year, 10% had a friend die in the past year, and 8% had a parent whose health changed in the past year.

TABLE 6

AT RISK FACTORS WITH WEIGHTS OF TWO OR ONE POSSESSED

BY FIVE PERCENT OR MORE OF THE STUDENTS

At Risk Factor	Factor Weight	Percent of Students With Factor
One or two years older than other students	2	24%
Serious illness or accident past year	2	8%
Dropped from athletic team past year	2	6%
No extra-curricular activities	1	57%
Changed residence past year	1	21%
Changed school past year	1	18%
Friend died past year	1	10%
Parent health changed past year	1	8%

In addition to the information gathered, it was discovered that there were several factors that place a student at risk about which the school personnel who knew them best recorded "do not know". Table 7 shows that of the at risk factors with a weight 5, school personnel did not know if a student had attempted suicide in 28% of the cases.

For at risk factors with a weight of 4, the school personnel did not know if a student's parent had attemped suicide in the past year in 50% of the cases. In 37% of the cases they did not know if the parent drank excessively, and in 34% of the cases they did not know the number of days a student was absent in the past year.

For at risk factors with a weight of 3, intelligence test scores were not known in 94% of the cases. It was not known if parents had divorced or separated in 42% of the cases, if a parent had lost a job in 40% of the cases, if a family member used drugs in the past year in 37% of the cases, or if a student's parent died in 27% of the cases.

The mother's level of education, with a risk factor with a weight of 2, was unknown in 26% of the cases.

Of the risk factors with a weight of 1, three were unknown for over 25% of the students. Whether a sibling had died in the past year was unknown for 35% of the students, the father's level of education was not known for 34% of the students, and whether a parent had a change in health in the past year was not known for 31% of the students.

TABLE 7

"DO NOT KNOW" RESPONSES ON AT RISK FACTORS EXCEEDING TWENTY-FIVE PERCENT OF THE CASES

At Risk Factor	Factor Weight	Percent of "Do Not Know" Responses
Student attempted suicide past year	5	28%
Parent attempted suicide past year	4	50%
Parent drank excessively past year	4	37%
Number of days absent past year	4	34%
Student abused past year	4	32%
Intelligence test scores	3	94%
Parents divorced or separated past year	3	42%
Parent lost job past year	3	40%
Family member used drugs past year	3	37%
Parent died past year	3	27%
Mother's level of education	2	26%
Brother of sister died past year	1	35%
Father's level of education	1	34%
Parent health changed past year	1	31%

What are the Schools Doing to Help These Students?

In 1984 Texas, like many other states, adopted a number of educational reforms aimed at helping all students do better in school. These included a common program of "essential elements" for grades K-12, a manditory testing program for both students and teachers, increased graduation requirements, and increased requirements for teacher evaluation.

Teachers have a major responsibility for helping students succeed in school. The "typical" teacher in this study was a white female under thirty-four years of age who had a bachelor's degree and was certified to teach in all of the subjects she taught. She had been teaching ten years or less, and she had been at her present school two years or less.

Teachers felt most responsible for helping students with listening, higher order thinking, writing, reading, and math. They felt parents were most responsible for helping students with attitude toward school, general behavior, attendance, substance abuse, crime, alcohol abuse, and family problems. Students were felt to be most responsible for class attention and homework completion.

In terms of time spent with at risk students, the principals and a majority of the teachers said that between 21% to 30% of their time was spent in this way. As can be seen from Table 8, 15.2% of the fourth grade teachers spent less than 10% of their time with at risk students, 15.2% spent 11-20%, 21.2% spent 21-30%, 9.1% spent 31-40%, 3% spent 41-50%, and 36.4% spent more than 51% of their time with these students. Seventh grade teachers who spent less than 10% of their time with at risk students equaled 25.9%, 13% spent 11-20%, 20.4% spent 21-30%, 13% spent 31-40%, 7.7% spent 41-50%, and 20.4% spent over 51% of their time with these students. Tenth grade teachers who spent less than 10% of their time with at risk

students equalled 16.9%, 19.5% spent 11-20%, 14.4% spent 21-30%, 11.9% spent 31-40%, 10.2% spent 41-50%, and 27.1% spent over 51% of their time with these students. Overall 19% of the teachers reported spending less than 10% of their time with the at risk student, 17.1% spent 11-20%, 17.1% spent 21-30%, 11.7% spent 31-40%, 8.3% spent 41-50%, and 26.8% said they spent over 51% of their time with these students.

TABLE 8

TIME SPENT WITH STUDENTS AT RISK

Count / Row %	Less than 10%	11-20	21-30	31-40	41-50	51+	Row Total
Grade							
Fourth	5 15.2	5 15.2	7 21.2	3 9.1	1 3.0	12 36.4	33 16.
Seventh	14 25.9	7 13.	11 20.4	7 13.	4 7.7	11 20.4	54 26.3
Tenth	20 16.9	23 19.5	17 14.4	14 11.9	12 10.2	32 27.1	118 57.6
COLUMN TOTAL %	39 19.	35 17.1	35 17.1	24 11.7	17 8.3	55 26.8	205 100

Number of missing observations 16

Records of the fourth, seventh, and tenth grade students involved in this study, including those at risk, were examined to identify the strategies being used most frequently to help them. As Table 9 shows, extra opportunities for parental involvement were provided for 70% of the students. Computer instruction was given to 64%, tutoring was given to 64%, extra basic skill instruction was given to 46%, flexible scheduling was provided for 46%, special teachers were provided for 39%, extra homework was given to 39%, special instructional material was provided for 32%, and individualized instruction was given to 31%. Thirty percent were placed in a class smaller than typical, 18% were placed in lower track courses, 9% were referred to a psychologist, and 8% were referred to special education.

In addition to an examination of student records, teachers were asked to indicate which of twenty-one strategies they used regularly to specifically help students at risk. Table 10 shows that regular use of parent notification was reported by 94% of the teachers, parent conferences by 93%, teach thinking skills by 86%, extra basic skill instruction by 84%, peer tutoring by 79%, special study skills by 71%, summer school by 71%, coping skills taught by 69%, after school program by 57%, vocational courses by 55%, special teachers by 50%, Chapter I program by 49%, alternative program by 48%, grade retention by 43%, sports restriction by 43%, teacher aides by 41%, special texts by 40%, social workers by 39%, before school program by 36%, home tutoring by 23%, and art and music restriction by 11%.

TABLE 9

STRATEGIES USED TO HELP STUDENTS

Strategy Used to Help Students	Percent of Students Receiving
Parent involvement	70%
Computer instruction	64%
Tutoring	64%
Extra basic skill instruction	46%
Flexible scheduling	46%
Special teachers	39%
Extra homework	39%
Special instructional material	32%
Individualized instruction	31%
Placed in smaller class than typical	30%
Placed in lower track courses	18%
Referred to psychologist	9%
Referred to special education	8%

TABLE 10

STRATEGIES TEACHERS REPORTED USING REGULARLY

TO HELP STUDENTS AT RISK

Strategy Used Regularly to Help Students at Risk	Percent of Teachers Who Report Regular Use
Notify parents	94%
Confer with parents	93%
Teach thinking skills	86%
Extra basic skill instruction	84%
Peer turoring	79%
Special study skills	71%
Summer school	71%
Coping skills taught	69%
After school program	57%
Vocational courses	55%
Special teachers	50%
Chapter I program	49%
Alternative program	48%
Grade retention	43%
Restrict sports	43%

TABLE 10 (continued)

Strategy Used Regularly to Help Students at Risk	Percent of Teachers Who Report Regular Use
Teacher aides	41%
Special texts	40%
Social workers	39%
Before school program	36%
Home tutoring	23%
Restrict art and music	11%

Using teachers' and counselors' responses concerning how many of thirteen instructional strategies (e.g., computer instruction, tutoring, flexible scheduling) were used with each student, a "School Effort Score " was computed for each student. Average effort scores were computed for grades four, seven, and ten, and an overall effort score was computed for all schools participating in the study.

Table 11 shows that the average effort scores for the schools in the local study were 4.94 for the fourth grade, 2.99 for the seventh grade, and 6.47 for the tenth grade. The overall local effort score was 4.80. National effort score averages were 3.87 for the fourth grade, 3.11 for the seventh grade, and 2.77 for the tenth grade. The overall national effort score was 3.21.

TABLE 11

LOCAL AND NATIONAL EFFORT SCORES

	Local			National	
Grade	N	Average Effort Score	Range	N	Average Effort Score
Fourth	97	4.94	0-13	6173	3.87
Seventh	99	2.99	0-9	7762	3.11
Tenth	100	6.47	0-13	7417	2.77
TOTALS/AVES.	296 /	4.80		21,352	3.21

When viewed by ethnic group, effort scores were highest for Blacks and lowest for Asians. Because of the small number of Blacks (7) and Asians (12) this finding is probably not significant.

As shown in Table 12, the average effort score for Blacks was 7.57. Black fourth graders' average score was 9.67, the single seventh grader had a score of 4.00, and the tenth graders' average score was 6.67.

Hispanics had an average effort score of 4.81. Hispanic fourth graders' average score was 5.38, seventh graders had an average score of 3.04, and the tenth graders' average score was 6.29.

Whites had an average effort score of 4.66. White fourth graders' average score was 4.39, seventh graders had an average score of 2.31, and the tenth graders' average score was 7.26.

Native Americans had an average effort score of 4.00. Native American fourth graders' average score was 4.00. There were no Native American seventh graders or tenth graders in this study.

Asians had an average effort score of 3.33. Asian fourth graders' average score was 3.55, the single seventh grader had a score of 1.00, and there were no Asian tenth graders in this study.

TABLE 12

EFFORT SCORES BY ETHNIC GROUP

	4th Grade		7th Grade		10th Grade		Total	
Ethnic Group	N	Ave. Score	N	Ave. Score	N	Ave. Score	N	Ave. Score
White	23	4.39	13	2.31	14	7.26	50	4.66
Black	3	9.67	1	4.00	3	6.67	7	7.57
Hispanic	45	5.38	84	3.04	83	6.29	212	4.81
Native Am.	15	4.00	0	-	0	-	15	4.00
Asian	11	3.55	1	1.00	0	-	12	3.33
TOTALS/AVES.	97 /	4.94	99 /	2.99	100 /	6.47	296 /	4.80

Effort scores were also compared to the degree of at riskness. It was found that generally those with the highest at risk scores received the highest effort scores. However, some variations from this occurred between schools.

Table 13 shows that for all students who were at or above the 90th percentile in terms of at riskness the average effort score was 6.20. For those at or above the 75th percentile the average effort score was 5.67, and for those below the 75% percentile the average effort score was 4.19.

Fourth graders whose at risk score was at or above the 90th percentile had an average effort score of 9.25. Those at or above the 75% percentile in terms of at riskness had an average effort score of 6.31, and those whose at risk score was below the 75th percentile had an average effort score of 4.32.

Seventh graders whose at risk score was at or above the 90th percentile had an average effort score of 4.90. Those at or above the 75% percentile in terms of at riskness had an average effort score of 3.90, and those whose at risk score was below the 75th percentile had an average effort score of 2.08.

Tenth graders whose at risk score was at or above the 90th percentile had an average effort score of 7.27. Those at or above the 75% percentile in terms of at riskness had an average effort score of 7.51, and those whose at risk score was below the 75th percentile had an average effort score of 5.70.

TABLE 13

EFFORT SCORES COMPARED TO
DEGREE OF AT RISKNESS

	4th Grade N - 97		7th Grade N - 99		10th Grade N - 100		Total N - 296	
Degree of At Riskness	N	Ave. Eff. Score	N	Ave. Eff. Score	N	Ave. Eff. Score	N	Ave. Eff. Score
Below 75th Percentile	68	4.32	48	2.08	61	5.70	177	4.19
At or Above 75th Percentile	29	6.31	51	3.90	39	7.51	119	5.67
At or Above 90th Percentile	4	9.25	30	4.90	15	7.27	49	6.02

When effort scores of 0 are compared to the degree of at riskness, those most at risk were found to have the fewest number of effort scores of 0.

Table 14 shows that for all students (296) thirty-seven (12.50%) had an effort score of 0. For those who were at or above the 90th percentile in terms of at riskness (49) two (4.08%) had an effort score of 0. For those at or above the 75% percentile (119) nine (7.56%) had an effort score of 0. Twenty-eight (15.82%) of those below the 75th percentile (177) had an effort score of 0.

For all fourth graders (97) three (3.09%) had an effort score of 0. None of the fourth graders whose at risk score was at or above the 90th percentile (4) had an effort score of 0. One (3.45%) of those whose at risk score was at or above the 75% percentile (29) had an effort score of 0. Two (2.94%) of those below the 75th percentile (68) had an effort score of 0.

For all seventh graders (99) twenty-eight (28.28%) had an effort score of 0. Two (6.67%) of the seventh graders whose at risk score was at or above the 90th percentile (30) had an effort score of 0. Seven (13.73%) of those whose at risk score was at or above the 75% percentile (51) had an effort score of 0. Twenty-one (43.75%) of those below the 75th percentile (48) had an effort score of 0.

For all tenth graders (100) six (6%) had an effort score of 0. None of the tenth graders whose at risk score was at or above the 90th percentile (15) had an effort score of 0. One (2.56%) of those whose at risk score was at or above the 75% percentile (39) had an effort score of 0. Five (8.20%) of those below the 75th percentile (61) had an effort score of 0.

TABLE 14

EFFORT SCORES OF 0 COMPARED TO
DEGREE OF AT RISKNESS

	4th Grade N - 97		7th Grade N - 99		10th Grade N - 100		Total N - 296	
Degree of At Riskness	N	%	N	%	N	%	N	%
Below 75th Percentile	2 of 68	2.94	21 of 48	43.75	5 of 61	8.20	28 of 177	15.82
At or Above 75th Percentile	1 of 29	3.45	7 of 51	13.73	1 of 39	2.56	9 of 119	7.56
At or Above 90th Percentile	0 of 4	0	2 of 30	6.67	0 of 15	0	2 of 49	4.08
TOTALS/%	3 of 97	3.09	28 of 99	28.28	6 of 100	6.00	37 of 296	12.50

How Effective Are These Efforts?

Information concerning the effectiveness of the schools' efforts to help at risk students came from the perceptions of school personnel (teachers, counselors, and administrators) and the holding power statistic that was computed for the high school. More data is needed before this question can be answered adequately.

In reference to the mandated educational reforms in Texas, 64% of the teachers and all of the principals said that there should be a common instructional program, but each teacher should be encouraged to make variations for individual students. Concerning manditory testing programs for students and teachers, principals reported their teachers' feelings about them were mostly negative. In terms of effect on students, two principals said the effect was neutral and one said it was positive. Principals reported that teachers supported increased graduation requirements and that the increased requirements had a positive effect on students. Two out of three principals reported their teachers' feelings as negative toward increased requirements for teacher evaluation, but all three principals felt the effect on students was positive.

In terms of time spent with at risk students, two principals felt the time spent was somewhat productive, and one felt it was not very productive. Eighty percent of the teachers felt that their efforts with at risk students were average or above average in productivity. As shown in Table 15, productivity of efforts reported by all teachers was as follows: very = 7.5%, fairly = 32%, so-so = 40.5%, not very = 18.5% and zero = 1.5%. Reported feelings of productivity were highest for fourth grade teachers and lowest for seventh grade teachers.

Table 15 shows that productivity of efforts reported by fourth grade teachers was as follows: very - 3.2%, fairly - 41.9%, so-so - 41.9%, not very - 12.9% and zero - 0%. Seventh grade teachers reported productivity of efforts as follows: very - 3.8%, fairly - 15.1%, so-so - 52.8%, not very - 22.6% and zero - 5.7%. Tenth grade teachers reported productivity of efforts as follows: very - 10.3%, fairly - 37.1%, so-so - 34.5%, not very - 18.1% and zero - 0%.

TABLE 15

HOW PRODUCTIVE ARE EFFORTS

Count Total	Zero	Not Very	So-So	Fairly	Very	Row
Grade						
	0	4	13	13	1	31
Fourth	0	12.9	41.9	41.9	3.2	15.5
	3	12	28	8	2	53
Seventh	5.7	22.6	52.8	15.1	3.8	26.5
	0	21	40	43	12	116
Tenth	0	18.1	34.5	37.1	10.3	
COLUMN	3	37	81	64	15	200
TOTAL	1.5	18.5	40.5	32.	7.5	100

Number of missing observations 21

Teachers indicated which of the strategies used to help students they believed to be effective. They did this for both the thirteen strategies considered when individual student records were examined as well as the additional strategies they reported using regularly with students at-risk.

Table 16 shows what percent of teachers believed the thirteen strategies considered were effective strategies for use with at risk students. The strategies and the percent of teachers who believe they are effective is as follows: parent involvement 81%, computer instruction 52%, tutoring 63%, extra basic skill instruction 91%, flexible scheduling 66%, special teachers 81%, extra homework 27%, special instructional material 69%, individualized instruction 94%, placed in smaller class than typical 85%, placed in lower track courses 57%, referred to psychologist 64%, and referred to special education 79%.

Table 17 shows what percent of teachers believed the strategies they reported using regularly to help students at risk were effective. The strategies and the percent of teachers who believe they are effective is as follows: notify parents 85%, confer with parents 91%, teach thinking skills 85%, extra basic skill instruction 91%, peer tutoring 87%, special study skills 84%, summer school 82%, coping skills taught 80%, after school program 74%, vocational courses 84%, special teachers 81% Chapter I program 64%, alternative program 67%, grade retention 50%, sports restriction 40%, teacher aides 81%, special texts 69%, social workers 67%, before school program 58%, home tutoring 63%, and art and music restriction 17%.

TABLE 16

EFFECTIVENESS OF STRATEGIES USED

TO HELP STUDENTS

Strategy Used to Help Students	Percent of Teachers Who Believe Strategy Effective
Parent involvement	81%
Computer instruction	52%
Tutoring	63%
Extra basic skill instruction	91%
Flexible scheduling	66%
Special teachers	81%
Extra homework	27%
Special instructional material	69%
Individualized instruction	94%
Placed in smaller class than typical	85%
Placed in lower track courses	57%
Referred to psychologist	64%
Referred to special education	79%

TABLE 17

EFFECTIVENESS OF STRATEGIES TEACHERS REPORTED USING REGULARLY TO HELP STUDENTS AT RISK

Strategy Used Regularly to Help Students at Risk	Percent of Teachers Who Believe Strategy Effective
Notify parents	85%
Confer with parents	91%
Teach thinking skills	85%
Extra basic skill instruction	91%
Peer turoring	87%
Special study skills	84%
Summer school	82%
Coping skills taught	80%
After school program	74%
Vocational courses	84%
Special teachers	81%
Chapter I program	64%
Alternative program	67%
Grade retention	50%
Restrict sports	40%

TABLE 17 (continued)

Strategy Used Regularly to Help Students at Risk	Percent of Teachers Who Believe Strategy Effective
Teacher aides	81%
Special texts	69%
Social workers	67%
Before school program	58%
Home tutoring	63%
Restrict art and music	17%

The final piece of information presented concerning the effectiveness of these efforts is the holding power statistic. The basic class roster, which was supplied by the high school staff, was used to identify all students who entered the ninth grade in the high school in 1984. School records were then examined for all of these students to determine the " holding power" of the high school.

Table 18 shows that (A) there were 548 first-time ninth grade enrollees in 1984, (B) 333 graduated in 1988 , (C) 7 graduated early, (D) 77 requested a transcript be sent to another institution before they graduated, (E) 4 were institutionalized, (F) 3 died, and (G) 47 were still enrolled in school. "Holding power" was computed by dividing B + C + G by A - (D + E + F). The result was a holding power score of 83.41 % (Heger,1989). This compares with 78.60% for the total sample of 27,250 students in 95 high schools in the national study (Frimier, 1989).

Summary

The analysis of data collected in this study was made in four stages. In the first stage an attempt was made to determine who is at risk. Using data gathered on 45 weighted at risk factors for 296 students in three schools an at risk score was computed for each student and an average at risk score was computed for students in the fourth, seventh, and tenth grades as well as the total sample. These scores were compared with national at risk scores for students in the same grades. The average at risk score for students in this study was 13.26 compared to 9.88 nationally. Based on this data 40% of the students in this study were found to be seriously at risk, i.e. they were at or above the 75th percentile in terms of at riskness. At the national level approximately 25% of the students are estimated to be seriously at risk.

TABLE 18

HOLDING POWER STATISTIC SUMMARY INFORMATION

A	Total number of students listed as first-time ninth grade enrollees in 1984	548
B	Total number of students who graduated from high school in 1988	333
C	Total number of students who graduated early from high school	7
D	Total number of students who requested a transcript be sent to another school	77
E	Total number of students who were institutionalized	4
F	Total number of students who died	3
G	Total number of students who are still enrolled in	47

$$\text{Holding Power Statistic} = \frac{B + C + G}{A - (D + E + F)} \qquad \frac{387}{464}$$

$$\text{Holding Power Statistic} = \frac{.83405}{} = 83.41\ \%$$

Determining what the at risk student is like was the focus of the second stage of data analysis. It was found that males were slightly more at risk than females. The average at risk score for males was 14.01 compared to 12.04 for females.

An examination of at riskness by ethnic group showed Hispanics most at risk. Their average score was 14.79. Blacks were the second most at risk with an average score of 12.00. However, there were only 7 Blacks out of 296 cases, and one of them had an at risk score of 24.00. The group that was in the middle in terms of at riskness was Native Americans. Their average at risk score was 10.73. Whites were next to last in terms of at riskness. Their average at risk score was 9.44. With an average at risk score of 6.25, Asians were found to be least at risk.

From 5 to 40% of the students were found to possess one or more of the at risk factors. Those possessed by the highest percent of students were no extra curricular activities (57%), reading achievement test scores below the 40th percentile (40%), retained in grade (27%), one or two years older than other students (24%), changed residence in the past year (21%), changed school in the past year (18%), parents divorced or separated in the past year (14%), and two or more courses failed in the past year.

"Do not know" responses were recorded on several at risk factors for many students. The factors with the highest number of "do not know" responses were intelligence test scores (94%), parent attempted suicide in the past year (50%), parents divorced or separated in the past year (42%), parent drank excessively in the past year (37%), family member used drugs in the past year (37%), number of days absent in the past year (34%), student abused in the past year (32%), and parent health changed in the past year (31%).

The focus of the third stage of the data analysis was finding out what the schools are doing to help the at risk student. At the state level, Texas has implemented a common curricular program for students in grades K-12. The state has also increased graduation requirements, instituted mandatory testing requirements for students and teachers, and increased requirements for teacher evaluation.

At the local level the majority of principals and teachers reported spending from 21% to 30% of their time with students at risk. Strategies used to help students, including those at risk, that were received by more than 40% of the students were parent involvement (70%), computer instruction (64%), tutoring (64%), extra basic skill instruction (46%), and flexible scheduling (46%). Strategies that more than 70% of the teachers reported using regularly to help students at risk were parent notification (94%), parent conferences (93%), teaching of thinking skills (86%), extra basic skill instruction (84%), peer tutoring (79%), special study skills (71%), and summer school (71%).

Individual and school effort scores were calculated by counting the number of strategies received by students. These were then compared to national effort scores. The average effort score for all students in the study was 4.80 compared to the national average of 3.21. The fourth grade average was 4.94 compared to 3.87 nationally. Seventh graders' average effort score was 2.99 compared to a national average of 3.11, and tenth graders had an average score of 6.47 compared to the national average of 3.21.

In terms of ethnicity, effort scores were as follows: Blacks 7.57, Hispanics 4.81, Whites 4.66, Native Americans 4.00, and Asians 3.33.

Viewed by degree of at riskness, the average effort score for those at or above the 90th percentile was 6.02. For those at or above the 75th percentile it was 5.67, and for those below the 75th percentile it was 4.19. The smallest number of 0 effort scores were recorded for those at or above the 90th percentile; 4.08% of them had an effort score of 0. For those at or above the 75th percentile, 7.56% had an effort score of 0, and 15.82% of those below the 75th percentile had an effort score of 0.

The fourth and final stage of data analysis examined the effectiveness of the schools' efforts to help at risk students. Concerning state mandated reforms, 64% of the teachers and all of the principals favored a common instructional program, but they indicated that each teacher should be encouraged to make variations for individual students. According to principals, teachers had negative feelings about mandatory testing programs and increased requirements for teacher evaluation. Principals felt that the effect of the mandatory testing programs on students was mostly neutral, but all of them felt that increased requirements for teacher evaluation had a positive effect on students.

Eighty percent of the teachers felt that their efforts with at risk students were average or above average in terms of productivity. The strategies recorded as being received by students that were believed to be effective strategies for use with at risk students by over 70 % of the teachers were extra basic skill instruction (91%), placed in smaller class than typical (85%), parent involvement (81%), special teachers (81%), and referred to special education (79%). Strategies teachers reported using regularly that were believed to be effective by over 70% of the teachers were parent conferences (91%), extra basic skill instruction (91%), peer tutoring (87%), parent notification (85%), teach thinking skills (85%),

vocational courses (84%), special study skills (84%), summer school (82%), special teachers (81%), teacher aides (81%), and coping skills taught (80%).

A final measure of effectiveness examined was the holding power of the high school. The local figure was 83.41% compared to the national average of 78.60%.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to find answers to four questions:

1. Who is at risk?
2. What are they like?
3. What are the schools doing to help these students?
4. How effective are these efforts?

To answer these questions, a research committee was formed and three schools were selected in the El Paso area. One was an elementary school, one was a middle school, and one was a high school. The principals in all three schools were interviewed, all of the teachers in the three schools were surveyed, records of 97 fourth graders, 99 seventh graders, and 100 tenth graders were examined. The class roster of 548 students listed as first-time ninth graders in 1984 was compared to those who graduated in 1988 or were still in school, an extensive case study was done on one fourth grader, and information on 40 pregnant girls was reviewed.

Findings

Forty percent of the students in this study were found to be seriously at risk, i.e. they were at or above the 75th percentile in terms of at riskness. This compares to 25% of the students in the national sample. Males were found to be slightly more at risk than females. Hispanics were found to be most at risk followed by Blacks, Native Americans, Whites, and Asians.

From 5% to 40% of the students were found to possess one or more of the at risk factors. There were many "do not know" responses. "Do not know" responses were recorded most frequently for intelligence test scores, and family related items.

Principals and teachers reported spending 21% to 30% of their time with students at risk and 80% felt their efforts were average or above average in productivity. State mandated reforms received mixed reports on effectiveness.

Strategies used to help students that were received by more than 40% of them included parent involvement, computer instruction, tutoring, extra basic skill instruction, and flexible scheduling. Of the strategies recorded as being received by students, those believed to be effective strategies for use with the at risk student included extra basic skill instruction, placement in classes smaller than typical, parent involvement, use of special teachers, and special education.

Strategies that more than 70% of the teachers reported using regularly with students at risk included parent notification, parent conferences, teaching of thinking skills, extra basic skill instruction, peer tutoring, special study skills, and summer school. Of the strategies teachers reported using regularly with at risk students, those believed to be effective by over 70% of the teachers included parent conferences, extra basic skill instruction, peer tutoring, parent notification, and the teaching of thinking skills.

Individual and school effort scores were calculated by counting the number of helping strategies received by students. The average effort score for all 296 students was 4.80 compared to the national average of 3.21.

Averages by grade level were as follows: fourth 4.94 compared to 3.87 nationally, seventh 2.99 compared to 3.11 nationally, and tenth 6.47 compared to 3.21 nationally. The ethnic group receiving the highest effort score was Blacks (7.57) followed by Hispanics (4.81), Whites (4.66), Native Americans (4.00), and Asians (3.33).

Those at or above the 90th percentile in terms of at riskness received the highest average effort score (6.02) followed by those at or above the 75th percentile (5.67), and those below the 75th percentile (4.19). The smallest percent of 0 effort scores were received by those at or above the 90th percentile (4.08%) followed by those at or above the 75th percentile (7.56%), and those below the 75th percentile 15.82%).

The data reviewed on students who entered the ninth grade for the first time in 1984 indicated that the high school's holding power for them was 83.41% compared to 78.60% for all of the high schools who participate in the national study.

Conclusions

Since this was clearly a convenience sample, one needs to be very careful in making generalizations based on this study. For example, differences between schools in this study, as well as this area, no doubt contribute to differences in at riskness as well as differences in efforts to help. Different record keeping practices and different resources in the schools and districts included in this study also have a bearing on the findings. Due to "do not know" responses, data was not available on all factors for all students. Consequently, direct comparisons between them cannot be made. In addition, due to the amount of missing data, the at risk scores derived are probably very conservative. Finally, as Gastright points

out (1989), no combination of risk factors should override the important evidence that a student is attending school regularly, passing most classes, and from all external evidence will graduate. Current performance should be a major factor in deciding whether a student will benefit from being labeled "at risk". With these factors in mind, and based on the findings of this study, the following conclusions were reached:

1. Although students in the local sample were more at risk than those in the national sample (40% compared to 25%), local effort scores were higher (4.80 compared to 3.21), and high school holding power was greater (83.41% compared to 78.60%).
2. When viewed by ethnic group and degree of at riskness, those who are most at risk appear to be receiving the most help.
3. The help received most often by students, including those at risk, is not always the type of help teachers and principals believe to be most effective.
4. Though previous research verifies that retention in grade is harmful, the practice is widely used.

Recommendations

Based on all aspects of this investigation, the following recommendations are made:

1. Review the records of students who have high at risk scores and low effort scores and try to determine why the situation exists.
2. Provide the encouragement, support, and incentives teachers need to make more regular use of the strategies they themselves believe to be effective for use with at risk students.

3. Follow the fourth, seventh, and tenth graders who were a part of this study to see how various efforts relate to holding power and graduation rate.
4. Determine the holding power and effort scores of all high schools and compare the findings.
5. Weight at risk factors separately for the three different grade levels.
6. Determine at risk and effort scores for all students and take appropriate action.
7. Explore alternatives to grade retention.

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APPENDIXES

A. PRINCIPAL INTERVIEW FORM

B. TEACHER SURVEY FORM

C. RECORDING SHEET FOR HOLDING POWER

D. HOLDING POWER STATISTIC SUMMARY SHEET

E. STUDENT INFORMATION FORM AND INSTRUCTIONS

F. CASE STUDY INFORMATION FORM

G. CASE STUDY

H. OPTIONAL STUDY

I. STUDENTS AT RISK--BIBLIOGRAPHY

J. CHAPTERS INVOLVED IN NATIONAL STUDY

Appendix A -- The Principal Interview*

1. Phi Delta Kappa Chapter Number 0171

Name of PDK Chapter The University of Texas at El Paso

Location of Chapter El Paso, Texas

Name of Interviewer _____

Name of District _____

Name of School _____

Street _____

City, State, ZIP _____

Name of Principal _____

Telephone _____

2. School Level ___ Elementary ___ Middle ___ Senior

Record the total enrollment for this school district and this school as of October 1 for each of the following years (be exact):

	District	School
1980	3._____	12._____
1981	4._____	13._____
1982	5._____	14._____
1983	6._____	15._____
1984	7._____	16._____
1985	8._____	17._____
1986	9._____	18._____
1987	10._____	19._____
1988	11._____	20._____

*Barber, Larry, Rubin Carriedo, William Denton, Jack Frymier, Bruce Gansneder, Sharon Johnson-Lewis, and Neville Robertson. Manual of Instructions for A Study of Students At Risk. Bloomington, Indiana: Phi Delta Kappa, August, 1988.

21. Gender ___ Male ___ Female

22. Highest degree ___ Bachelors ___ Masters ___ Doctorate

23. How many years have you been principal at this school?

___ less than 1 year
___ 1 to 2 years
___ 3 to 4 years
___ 5 to 6 years
___ 7 or more years

24. Which term best describes you?

___ Asian
___ Black
___ Hispanic
___ White
___ Other

25. Circle grade levels: Pre K 1 2 3 4 5 6 7 8 9 10 11 12

26. Total number of <u>full-time</u> staff:

					Total
Teachers	Males ___	Females ___			
Administrators	Males ___	Females ___			___
Counselors	Males ___	Females ___			___
					___
	Total _____				_____

27. Total number of <u>part-time</u> staff:

					Total
Teachers	Males ___	Females ___			
Administrators	Males ___	Females ___			___
Counselors	Males ___	Females ___			___
					___
	Total _____				_____

	Large City	Sub-urb	Small City	Small Town	Rural
28. In what type of community is the school located?	___	___	___	___	___

	White	Black	His-panic	Asian	Other
29. Proportion of students in this school in terms of ethnic background (total 100%)	___%	___%	___%	___%	___%

30. Socioeconomic background of students' families in this school (total 100%)

Professionals	Mgrs, Tech.	Skilled Labor	Unskill Labor	Unemployed
____%	____%	____%	____%	____%

31. Describe the stability of this community (i.e., people moving in/out)

Very Stable	Moderately Stable	Moderately Mobile	Very Mobile
____	____	____	____

32. Circle if the school is: Public Parochial Independent

33. What percentage of students receive free or reduced lunch or breakfast? ____%

34. How many students were <u>suspended</u> last year? ____

35. How many students were <u>expelled</u> last year? ____

36. Estimate percentage of students who <u>failed</u> one or more courses last year? ____%

37. (Elementary only) How many students were <u>retained in grade</u> last year at each grade level?

	Enrollment	Number Retained
K	____	____
1	____	____
2	____	____
3	____	____
4	____	____
5	____	____
6	____	____

Estimate the degree to which each of the following is a problem among the students in your school:

		Not a Serious Problem	Somewhat Serious Problem	Very Serious Problem
38.	Attendance	____	____	____
39.	Attitude Toward School	____	____	____
40.	Completing Assignments	____	____	____
41.	Arguments with Teachers	____	____	____
42.	Fighting Among Students	____	____	____
43.	Assault of Teachers	____	____	____
44.	Use of Drugs by Students	____	____	____
45.	Selling of drugs	____	____	____
46.	Alcohol Use by Students	____	____	____
47.	Sexual Activity/Students	____	____	____
48.	Pregnancy Among Girls	____	____	____
49.	Abused Children	____	____	____
50.	Theft	____	____	____
51.	Racial Conflict	____	____	____
52.	Classroom Discipline	____	____	____
53.	School Morale	____	____	____

During the last few years, many states and school districts have taken steps to improve the quality of education for young people in schools. Sometimes these actions have been taken by state legislatures, sometimes by state boards of education, sometimes by state departments of education, and sometimes by local boards of education and superintendents.

The intent of these actions by states and local boards has been to make schools better. Would you respond to the changes that have occurred in three ways?

1. Did this change occur in your situation?
2. How do teachers feel about these changes?
3. How have the changes affected students?

		Did This Occur?		How Teachers Feel			Effect on Students		
54.	Increase requirements for graduation?	Yes	No	+	0	-	+	0	-
55.	Increase requirements for teacher evaluation	Yes	No	+	0	-	+	0	-
56.	Mandatory testing programs for students	Yes	No	+	0	-	+	0	-
57.	Mandatory testing programs for teachers	Yes	No	+	0	-	+	0	-
58.	Retain in grade those who do not achieve up to the "norm"	Yes	No	+	0	-	+	0	-
59.	Restrict participation in extracurricular activities for those who do not achieve	Yes	No	+	0	-	+	0	-
60.	More teacher involvement in decision-making	Yes	No	+	0	-	+	0	-
61.	More school-site autonomy	Yes	No	+	0	-	+	0	-
62.	Improve working conditions for teachers	Yes	No	+	0	-	+	0	-

Suppose we posit a number line as portraying the absence or presence of a factor (1 = low, 9 = high)

Low ——————————————— High

1 2 3 4 5 6 7 8 9

Suppose further that the following options reflect the degree of diversity present within your school on various factors:

A. 1 - 9 (full range of variability)
B. 1 - 5 (low end of scale, predominately)
C. 5 - 9 (high end of scale, predominately)
D. 3 - 7 (middle range, predominately)

Given the rationale above, how would you describe the range or diversity among your students on each of the following:

63. intelligence A B C D

64. motivation A B C D

65. experience (trips, etc.) A B C D

66. academic achievement A B C D

67. Which of the following options represents how you think teachers in this school ought to provide instruction?

____ each teacher should decide what to do with his or her students

____ there should be a common program, but each teacher should be encouraged to make variations for individual students

____ there should be a different but standard strategy for different types of students

____ there should be a common program that each teacher is expected to follow

Teachers and administrators generally have a "cut off" point in their minds that triggers attention to students who may be at risk. Presented below are three different factors that schools use to alert themselves to problems among their students: absences, grades, and achievement scores. Where does your school "draw the line" regarding these things? Circle the "cut-off" point for each factor.

68. Semester Absences	69. Semester Grades Received	70. Below Grade Level Achievement Scores
A. 1-3	A. all C's or below	A. slightly
B. 4-6	B. one D or F	B. one year
C. 7-9	C. mostly D's and F's	C. 1 to 1 1/2 years
D. 10+	D. several F's	D. 2 or more years

Some students are "at risk." Being "at risk" means being likely to fail at school or even at life. When you have students who are at risk, which of the following strategies do you regularly use? Also indicate how effective each strategy is, using the four-point scale below. Rate the effectiveness of every strategy, even if you do not use it regularly.

	Do You Do This Regularly?		How Effective Is It?			
			Not Very			Very
	Yes	No	1	2	3	4
71. smaller classes	___	___	___	___	___	___
72. computerized instruction	___	___	___	___	___	___
73. special teachers	___	___	___	___	___	___
74. peer tutoring	___	___	___	___	___	___
75. retain in grade	___	___	___	___	___	___
76. special education	___	___	___	___	___	___
77. vocational courses	___	___	___	___	___	___
78. alternative school	___	___	___	___	___	___
79. special study skills	___	___	___	___	___	___
80. special textbooks	___	___	___	___	___	___
81. place in low group	___	___	___	___	___	___
82. coping skills	___	___	___	___	___	___
83. flexible scheduling	___	___	___	___	___	___
84. individualize instruction	___	___	___	___	___	___
85. home tutoring	___	___	___	___	___	___
86. assign extra homework	___	___	___	___	___	___
87. thinking skills	___	___	___	___	___	___
88. restrict from sports	___	___	___	___	___	___
89. refer to psychologist	___	___	___	___	___	___
90. refer to social worker	___	___	___	___	___	___
91. confer with parents	___	___	___	___	___	___
92. more time on basic skills	___	___	___	___	___	___
93. eliminate art and music	___	___	___	___	___	___
94. notify parents	___	___	___	___	___	___
95. Chapter I program	___	___	___	___	___	___
96. teacher aides	___	___	___	___	___	___
97. say "leave at age 16"	___	___	___	___	___	___
98. before school programs	___	___	___	___	___	___
99. after school programs	___	___	___	___	___	___
100. summer school program	___	___	___	___	___	___
101. other (specify)	___	___	___	___	___	___

102. What percentage of your working time do you spend on the problems associated with students who are at risk?

____ less than 10 percent

____ 11 to 20 percent

____ 21 to 30 percent

____ 31 to 40 percent

____ 41 to 50 percent

____ more than 50 percent

103. Is the time that you spend working with at risk students

____ very productive

____ somewhat productive

____ not very productive

____ not productive at all

How much influence does your school have over students':

	Not Very Much			Great Deal
	1	2	3	4
104. reading comprehension	1	2	3	4
105. mathematics skills	1	2	3	4
106. writing skills	1	2	3	4
107. listening skills	1	2	3	4
108. daily attendance	1	2	3	4
109. general behavior in school	1	2	3	4
110. attitude toward school	1	2	3	4
111. completion of homework	1	2	3	4
112. attention in class	1	2	3	4
113. higher order thinking skills	1	2	3	4

Please rank order the extent to which each of the groups listed (parents, teachers, and students) should be responsible for helping students acquire the learning or behavior specified.

1 = most responsible
2 = next most responsible
3 = least responsible

	Parents	Teachers	Students
114. reading comprehension	___	___	___
115. mathematics skills	___	___	___
116. writing skills	___	___	___
117. listening skills	___	___	___
118. daily attendance	___	___	___
119. general behavior in school	___	___	___
120. attitude toward school	___	___	___
121. completion of homework	___	___	___
122. attention in class	___	___	___
123. higher order thinking skills	___	___	___

Below is a list of problems that students may be confronted with outside of school. Are your students confronted more or confronted less with the problems listed below than students at most other schools?

	Less				More
	1	2	3	4	5
124. substance abuse	1	2	3	4	5
125. family discord	1	2	3	4	5
126. family instability	1	2	3	4	5
127. crime	1	2	3	4	5
128. alcohol abuse	1	2	3	4	5

Is it possible for you to help your students cope with these problems?

	Definitely No			Definitely Yes
	1	2	3	4
129. substance abuse	1	2	3	4
130. family discord	1	2	3	4
131. family instability	1	2	3	4
132. crime	1	2	3	4
133. alcohol abuse	1	2	3	4

How responsible do you feel for helping students cope with these problems?

	Not At All			Very
	1	2	3	4
134. substance abuse	1	2	3	4
135. family discord	1	2	3	4
136. family instability	1	2	3	4
137. crime	1	2	3	4
138. alcohol abuse	1	2	3	4

Rank order the extent to which each of the groups listed (parents, teachers, and students) should be responsible for helping students cope with these problems.

1 = most responsible
2 = next most responsible
3 = least responsible

	Parents	Teachers	Students
139. substance abuse	___	___	___
140. family discord	___	___	___
141. family instability	___	___	___
142. crime	___	___	___
143. alcohol abuse	___	___	___

All levels

144. What is your primary role as principal of this school?

145. Is there a special incentive in your district or in your school to work with students who are most at risk?

146. What is the nature of that incentive?

147. Does the incentive work?

148. What is your perception of how teachers feel about working with at risk students?

149. What is the process used to provide at risk students the needed help to address their "at risk" characteristic? Please address academic and non-academic characteristics.

150. As principal, what role do you play in addressing at risk students' needs?

151. What at risk characteristic is most often associated with your at risk students?

152. Does the district have a formal plan and written policies for dealing with students who are at risk? If "yes," what is that plan?

Secondary

153. Describe the way students are assigned to classes in your school.

154. Are at risk students automatically assigned to certain classes? If so, what are they?

155. What kind of classes are at risk students assigned to?

A. regular
B. remedial
C. basic skills

156. How do you feel about compulsory education?

Elementary

157. How are the composition of the classes formed each year in your school? (Probe) What process do you use to assign students to classes and teachers each year?

158. Does the class formation process take into account whether or not a student is at risk? If so, how?

159. What is the most important academic skill students must acquire for school success?

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Bloomington, IN 47402-0789

80

TEACHER
SURVEY

A Study of STUDENTS AT RISK

Phi Delta Kappa
1988

TEACHER SURVEY

This school is one of hundreds of schools throughout North America in which teachers are participating in a study of students at risk. The study is being conducted by Phi Delta Kappa, a professional organization in education.

The basic purpose of this portion of the study is to determine teachers' perceptions regarding students who may be at risk. A student is felt to be at risk if that student is in danger of failing in school or failing in life.

Do not write your name or the name of your school on the answer blank, and do not use a pen. *Use a No. 2 pencil.* Please answer every question carefully. Fill the appropriate circles on the answer blank completely. The questionnaire is fairly long, but it is easy to respond to.

Now, turn your answer blank so that the words, "Teacher Survey," are positioned in the upper left-hand corner of the page, with places for responses to items 1 through 100 on the right side of the page.

GO ON TO THE NEXT PAGE.

Answer the remaining questions by marking your answer blank in the appropriate place for each numbered item on the right hand side of the page, 1 through 100.

Compared to students in general, *rate the students you teach* on the following factors, according to the scale below:

Below Average				Above Average
1	2	3	4	5

1. reading comprehension
2. mathematics skills
3. writing skills
4. listening skills
5. daily attendance
6. general behavior in school
7. attitude toward school
8. completion of homework
9. attention in class
10. higher order thinking skills

How responsible do you feel for specific learnings or behaviors of the students you teach?

Not Very			Very
1	2	3	4

11. reading comprehension
12. mathematics skills
13. writing skills
14. listening skills
15. daily attendance
16. general behavior in school
17. attitude toward school
18. completion of homework
19. attention in class
20. higher order thinking skills

GO ON TO THE NEXT PAGE

How much influence do you have over students'?:

Not Very Much			Great Deal
1	2	3	4

21. reading comprehension
22. mathematics skills
23. writing skills
24. listening skills
25. daily attendance
26. general behavior in school
27. attitude toward school
28. completion of homework
29. attention in class
30. higher order thinking skills

Please indicate which of the groups listed (parents, teachers, or students) should be *most responsible for helping students* acquire the learning or behavior specified, according to the following key:

1 = parents
2 = teachers
3 = students

31. reading comprehension
32. mathematics skills
33. writing skills
34. listening skills
35. daily attendance
36. general behavior in school
37. attitude toward school
38. completion of homework
39. attention in class
40. higher order thinking skills

GO ON TO THE NEXT PAGE

Below is a list of problems that students may be confronted with outside of school. In terms of the problems listed below, are your students *confronted less* or *confronted more* than students at most other schools? Use the following scale:

Less				More
1	2	3	4	5

41. substance abuse
42. family discord
43. family instability
44. crime
45. alcohol abuse

Is it possible for you to help your students cope with these problems?

Definitely No			Definitely Yes
1	2	3	4

46. substance abuse
47. family discord
48. family instability
49. crime
50. alcohol abuse

How responsible do you feel for helping students cope with these problems?

Not At All			Very
1	2	3	4

51. substance abuse
52. family discord
53. family instability
54. crime
55. alcohol abuse

Please indicate which of the groups listed (parents, teachers, or students) should be *most responsible for helping students* cope with the problems specified, according to the following key:

1 = parents
2 = teachers
3 = students

56. substance abuse
57. family discord
58. family instability
59. crime
60. alcohol abuse

GO ON TO THE NEXT PAGE

Some students are "at risk." Being "at risk" means being likely to fail at school or even at life. When you have students who are at risk, *which of the following strategies do you regularly use?* Also indicate *how effective each strategy is.* Rate the effectiveness of every strategy, even if you do not use it regularly.

	Do You Do This Regularly?		Is It Effective?	
	Yes	No	Yes	No
61. smaller classes				
62. computerized instruction				
63. special teachers				
64. peer tutoring				
65. retain in grade				
66. special education				
67. vocational courses				
68. alternative school				
69. special study skills				
70. special textbooks				
71. place in low group				
72. emphasize coping skills				
73. flexible scheduling				
74. individualize instruction				
75. home tutoring				
76. extra homework				
77. emphasize thinking skills				
78. restrict from sports				
79. refer to psychologist				
80. refer to social worker				
81. confer with parents				
82. more time on basic skills				
83. eliminate art and music				
84. notify parents				
85. Chapter I program				
86. teacher aides				
87. say "leave at age 16"				
88. before school programs				
89. after school programs				
90. summer school programs				

GO ON TO THE NEXT PAGE

Estimate the degree to which each of the following is a problem among the students you teach:

	Not a Serious Problem				Very Serious Problem
	1	2	3	4	5

91. Attendance
92. Attitude toward school
93. Completing assignments
94. Arguments with teachers
95. Classroom discipline

87

GO ON TO THE NEXT PAGE

Suppose we posit a number line as portraying the absence or presence of a factor (1 = low, 9 = high)

Low								High
1	2	3	4	5	6	7	8	9

Suppose further that the following options reflect the *degree of diversity present within your school* on various factors:

A. 1 - 9 (full range of variability)
B. 1 - 5 (low end of scale, predominately)
C. 5 - 9 (high end of scale, predominately)
D. 3 - 7 (middle range, predominately)

Given the rationale above, how would you *describe the range or diversity among your students* on each of the following:

96. intelligence	A	B	C	D
97. motivation	A	B	C	D
98. experience (trips, etc.)	A	B	C	D
99. academic achievement	A	B	C	D

100. Which one of the following represents how you think teachers in this school ought to provide instruction?
   A. each teacher should decide what to do with his or her students
   B. there should be a common program, but each teacher should be encouraged to make variations for individual students
   C. there should be a different but standard strategy for different types of students
   D. there should be a common program that each teacher is expected to follow

75

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THANK YOU FOR YOUR COOPERATION

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Teacher Survey
Phi Delta Kappa

Directions

Read the instructions in the Teacher Survey booklet, then mark the appropriate circles with a No. 2 pencil.

Correct Mark ○ ○ ● ○

Incorrect Marks ⊗ ◔ ⊙ ◕

What subjects are you currently teaching? (mark all that apply)

- ○ LANGUAGE ARTS
- ○ MATHEMATICS
- ○ SCIENCE
- ○ SOCIAL STUDIES
- ○ ART
- ○ MUSIC
- ○ PHYSICAL EDUCATION
- ○ FOREIGN LANGUAGE
- ○ VOCATIONAL EDUCATION
- ○ OTHER

Are you certified in all of these areas?

- ○ YES
- ○ NO

PDK	A	B	C	D	E	F	G	H	I	J	K	SEX
												○ MALE ○ FEMALE
⓪	⓪		⓪	⓪			⓪	⓪	⓪	⓪	⓪	GRADE OR EDUCATION
①	①		①	①	①	①	①	①	①	①	①	⑦
②	②		②	②	②	②	②	②	②	②	②	⑧
③	③		③	③	③	③	③	③	③	③	③	⑨
④	④		④	④	④	④	④	④	④	④	④	⑩
⑤	⑤		⑤	⑤	⑤	⑤	⑤					⑪
⑥	⑥		⑥	⑥		⑥						⑫
⑦	⑦		⑦	⑦								
⑧	⑧		⑧	⑧								
⑨	⑨		⑨	⑨								

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A STUDY OF STUDENTS AT RISK

1①②③④⑤	11①②③④	21①②③④	31①②③	41①②③④⑤
2①②③④⑤	12①②③④	22①②③④	32①②③	42①②③④⑤
3①②③④⑤	13①②③④	23①②③④	33①②③	43①②③④⑤
4①②③④⑤	14①②③④	24①②③④	34①②③	44①②③④⑤
5①②③④⑤	15①②③④	25①②③④	35①②③	45①②③④⑤
6①②③④⑤	16①②③④	26①②③④	36①②③	46①②③④
7①②③④⑤	17①②③④	27①②③④	37①②③	47①②③④
8①②③④⑤	18①②③④	28①②③④	38①②③	48①②③④
9①②③④⑤	19①②③④	29①②③④	39①②③	49①②③④
10①②③④⑤	20①②③④	30①②②④	40①②③	50①②③④

51①②③④	61ⓨⓝ	ⓨⓝ	71ⓨⓝ	ⓨⓝ	81ⓨⓝ	ⓨⓝ	91①②③④⑤
52①②③④	62ⓨⓝ	ⓨⓝ	72ⓨⓝ	ⓨⓝ	82ⓨⓝ	ⓨⓝ	92①②③④⑤
53①②③④	63ⓨⓝ	ⓨⓝ	73ⓨⓝ	ⓨⓝ	83ⓨⓝ	ⓨⓝ	93①②③④⑤
54①②③④	64ⓨⓝ	ⓨⓝ	74ⓨⓝ	ⓨⓝ	84ⓨⓝ	ⓨⓝ	94①②③④⑤
55①②③④	65ⓨⓝ	ⓨⓝ	75ⓨⓝ	ⓨⓝ	85ⓨⓝ	ⓨⓝ	95①②③④⑤
56①②③	66ⓨⓝ	ⓨⓝ	76ⓨⓝ	ⓨⓝ	86ⓨⓝ	ⓨⓝ	96ⒶⒷⒸⒹ
57①②③	67ⓨⓝ	ⓨⓝ	77ⓨⓝ	ⓨⓝ	87ⓨⓝ	ⓨⓝ	97ⒶⒷⒸⒹ
58①②③	68ⓨⓝ	ⓨⓝ	78ⓨⓝ	ⓨⓝ	88ⓨⓝ	ⓨⓝ	98ⒶⒷⒸⒹ
59①②③	69ⓨⓝ	ⓨⓝ	79ⓨⓝ	ⓨⓝ	89ⓨⓝ	ⓨⓝ	99ⒶⒷⒸⒹ
60①②③	70ⓨⓝ	ⓨⓝ	80ⓨⓝ	ⓨⓝ	90ⓨⓝ	ⓨⓝ	100ⒶⒷⒸⒹ

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Appendix C -- Recording Sheet*

Name	Graduated 1988	Graduated Early	Asked for Trans	Jail or Youth Facility	Died	Still in School
A	B	C	D	E	F	G

*Barber, Larry, Rubin Carriedo, William Denton, Jack Frymier, Bruce Gansneder, Sharon Johnson-Lewis, and Neville Robertson. Manual of Instructions for A Study of Students At Risk. Bloomington, Indiana: Phi Delta Kappa, August, 1988.

Appendix D -- Holding Power Statistic Summary Sheet*

Chapter Name _____ Chapter Number _____

Total number of students listed as first-time ninth grade enrollees in 1984 (column "A") _____

Total number of students who graduated from high school in 1988 (column "B") _____

Total number of students who graduated early from high school (column "C") _____

Total number of students who requested transcript be sent to another school (column "D") _____

Total number of students who were ~~jailed~~ institutionalized (column "E") _____

Total number of students who died (column "F") _____

Total number of "1" _____ (illness)
Total number of "2" _____ (auto accident)
Total number of "3" _____ (auto + drinking)
Total number of "4" _____ (other accident)
Total number of "5" _____ (murdered)
Total number of "6" _____ (drug overdose)
Total number of "7" _____ (suicide)
Total number of "8" _____ (No data available)
Total same as column "F" _____

Total number of students who are still enrolled in school (column "G") _____

$$HPS = \frac{B + C + G}{A - (D + E + F)}$$

$$HPS = \frac{\qquad\qquad}{\qquad\qquad} =$$

Be sure you have entered all data (even if a zero value). Return this sheet to Phi Delta Kappa by December 1, 1988.

*Barber, Larry, Rubin Carriedo, William Denton, Jack Frymier, Bruce Gansneder, Sharon Johnson-Lewis, and Neville Robertson. Manual of Instructions for A Study of Students At Risk. Bloomington, Indiana: Phi Delta Kappa, August, 1988.

Appendix E -- Student ID Number Sheet*

Last Name, First Name	ID Number

*Barber, Larry, Rubin Carriedo, William Denton, Jack Frymier, Bruce Gansneder, Sharon Johnson-Lewis, and Neville Robertson. Manual of Instructions for A Study of Students At Risk. Bloomington, Indiana: Phi Delta Kappa, August, 1988.

Instructions for Recording Information About Students

Item Number	Factor	What to Record
	Birth Date	Record the month and the last two digits of the year in which student was born
	Chapter ID	Record the four digit number of the Phi Delta Kappa chapter doing the study. For example, chapter number 0129 would be recorded as "0129"
	Student ID Number	Record student's ID number as assigned on "Student ID Number Sheet"
	Ethnic Group	White = 1 Black = 2 Hispanic = 3 Native American = 4 Asian = 5
	Sex	Male = Male Female = Female
	Grade or Education	Fourth grade = 4 Seventh grade = 7 Tenth grade = 10

1 Father's Occupation

Professional	= 1
Manager, Technician	= 2
Skilled Laborer	= 3
Unskilled Laborer	= 4
Househusband	= 5
Unemployed	= 6

2 Father's Level of Education

Did not graduate from high school	= 1
Graduated from high school only	= 2
Finished 1-3 years post-secondary	= 3
Graduated from college	= 4
Did post-graduate work	= 5

3 Mother's Occupation

Professional	= 1
Manager, Technician	= 2
Skilled Laborer	= 3
Unskilled Laborer	= 4
Housewife	= 5
Unemployed	= 6

4 Mother's Level of Education

Did not graduate from high school	= 1
Graduated from high school only	= 2
Finished 1-3 years post-secondary	= 3
Graduated from college	= 4
Did post-graduate work	= 5

5 Number of Siblings

None	= 0
One	= 1
Two	= 2
Three	= 3
Four or more	= 4

6 Position in Family

Only child	= 1
Eldest	= 2
Middle	= 3
Youngest	= 4

7 Siblings Who Dropped Out of School

None	= 0
One	= 1
Two	= 2
Three	= 3
Four or more	= 4

8 Family Grouping

Real mother, real father	= 1
Real mother, step father	= 2
Step mother, real father	= 3
Real mother only	= 4
Real father only	= 5
Extended family	= 6
Foster parents	= 7
Institution	= 8

9 Language used most in the home

English	= 1
Spanish	= 2
Asian	= 3
European	= 4
Other	= 5

10 Estimate of parents' attitude toward education

Very Negative	= 1
Negative	= 2
So-So/In Between	= 3
Positive	= 4
Very Positive	= 5

11 Area or community in which the student resides

Rural	= 1
Small Town	= 2
Small City	= 3
Suburban	= 4
Metro Urban	= 5
Inner City Urban	= 6

12 Number of schools attended by the student during past five years (including this year)

One	= 1
Two	= 2
Three	= 3
Four	= 4
Five or more	= 5

13 Student's scores on norm-referenced standardized achievement tests in Reading

Below 20th percentile	= 1
Between 21st and 40th %ile	= 2
Between 41st and 60th %ile	= 3
Between 61st and 80th %ile	= 4
Over 80th percentile	= 5

14 Student's score on norm-referenced Intelligence or Aptitude test

Below 80	= 1
81 to 90	= 2
91 to 110	= 3
111 to 120	= 4
Above 120	= 5

15 Number of courses failed last school year (1987-88)

None	= 0
One	= 1
Two	= 2
Three	= 3
Four or more	= 4

16 Age relative to other students in same grade level

Two years younger than others	= 1
One year younger than others	= 2
Same age as others	= 3
One year older than others	= 4
Two years older than others	= 5

17 Number of times this student has been retained in grade (i.e., held back)

Never	= 0
One	= 1
Two	= 2
Three or more	= 3

18 Number of days student was absent during the 1987-88 school year

10 or less	= 1
11 to 20	= 2
21 to 30	= 3
31 to 40	= 4
41 or more	= 5

19 Number of times student was suspended during 1987-88 school year (in-school or out-of-school suspension)

None	= 0
One	= 1
Two	= 2
Three	= 3
Four or more	= 4

20 Number of times student was expelled during 1987-88 school year

None	= 0
One	= 1
Two	= 2

21 Number of extra-curricular activities (i.e., school sponsored) in which student currently participates

None	= 0
One	= 1
Two	= 2
Three	= 3
Four or more	= 4

22 Teacher's estimate of the student's sense of self esteem

Very negative	= 1
Negative	= 2
So-So/In Between	= 3
Positive	= 4
Very positive	= 5

23 Average grades student received last year

F	= 0
D	= 1
C	= 2
B	= 3
A	= 4

24 Has the student been diagnosed as being in a Special Education category?

No	= 0
Learning Disabled	= 1
Mentally Retarded	= 2
Physically Handicapped	= 3
Deaf	= 4
Blind	= 5
Other	= 6

25 Has the student changed his or her place of of residence during the past year?

No	= 0
Yes	= 1

26 Has the student changed the school that he or she attends during the past year?

No	= 0
Yes	= 1

27 Have either of the student's parents had a major change in health status during the past year?

No	= 0
Yes	= 1

28 Has the student had either a father or mother die during the past year?

No	= 0
Yes	= 1

29 Did a parent attempt suicide during the past year?

No = 0
Yes = 1

30 Did a parent lose his or her job during the past year?

No = 0
Yes = 1

31 Did the student's parents go through a divorce or separation during the past year?

No = 0
Yes = 1

32 Did the student have a close friend who died during the past year?

No = 0
Yes = 1

33 Did the student experience a serious illness or accident during the past year?

No = 0
Yes = 1

34 Did a brother or sister die during the past year?

No = 0
Yes = 1

35 Was the student dropped from an athletic team during the past year?

No = 0
Yes = 1

36 Did the student attempt suicide during the past year?

No = 0
Yes = 1

37 Did a pregnancy occur during the past year?

No = 0
Yes = 1

38 Is there evidence that the student has been using drugs or engaged in substance abuse of any kind during the past year?

No = 0
Yes = 1

39 Is there evidence that the student has been selling or "pushing" drugs of any kind during the past year?

No = 0
Yes = 1

40 Is there evidence that anybody in the family has been using drugs or engaged in substance abuse of any kind during the past year?

No = 0
Yes = 1

41 Is there evidence that the student has been drinking alcohol during the past year?

No = 0
Yes = 1

42 Is there evidence that either parent drank excessively or was an alcoholic during the past year?

No = 0
Yes = 1

43 Is there evidence that the student was arrested for driving while intoxicated during the past year?

No = 0
Yes = 1

44 Is there evidence that the student was arrested or convicted for any illegal activity during the past year?

No = 0
Yes = 1

45 Is there evidence that the student was abused, sexually or physically, during the past year?

No = 0
Yes = 1

46 Was this student placed in a class that was smaller than typical for instructional purposes?

No = 0
Yes = 1

47 Has this student been provided computerized instruction opportunities?

No = 0
Yes = 1

48 Has this student been referred to special education for diagnosis or instruction?

No = 0
Yes = 1

49 Has this student been placed in a low group or lower track courses?

No = 0
Yes = 1

50 Has the school provided individualized instruction to this student?

No = 0
Yes = 1

51 Has the school provided flexible scheduling for this student?

No = 0
Yes = 1

52 Has the school provided tutoring or other special assistance to this student?

No = 0
Yes = 1

53 Has the school provided extra homework for this student?

No = 0
Yes = 1

54 Has the school provided extra opportunities for parental involvement for this student?

No = 0
Yes = 1

55 Has the school provided extra instruction in the basic skills for this student?

No = 0
Yes = 1

56 Has the school referred this child to the psychologist or for other special services?

No = 0
Yes = 1

57 Has the school provided special instructional materials to this student?

No = 0
Yes = 1

58 Has the school provided special teachers for this student?

No = 0
Yes = 1

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Phi Delta Kappa

A Study of Students At Risk

Directions

~~After you record all data on the matrix data sheet, transfer to this answer blank~~. Return all answer blanks to:

Phi Delta Kappa
Study of Students At Risk
PO Box 789
Bloomington, IN 47401

USE NO. 2 PENCIL ONLY

Correct Mark ○ ○ ● ○

Incorrect Marks ⊗ ⊘ ⊙ ◒

BIRTH DATE	
MONTH	YR
○ JAN	
○ FEB	
○ MAR	0 0
○ APR	1 1
○ MAY	2 2
○ JUN	3 3
○ JUL	4 4
○ AUG	5 5
○ SEP	6 6
○ OCT	7 7
○ NOV	8 8
○ DEC	9 9

CHAPTER ID: 0 0 0 0 / 1 1 1 1 / 2 2 2 2 / 3 3 3 3 / 4 4 4 4 / 5 5 5 5 / 6 6 6 6 / 7 7 7 7 / 8 8 8 8 / 9 9 9 9

STUDENT ID: 0 0 0 / 1 1 1 / 2 2 2 / 3 3 3 / 4 4 4 / 5 5 5 / 6 6 6 / 7 7 7 / 8 8 8 / 9 9 9

ETHNIC GROUP: ① ② ③ ④ ⑤

SEX: ○ MALE ○ FEMALE

GRADE OR EDUCATION: ① ⑨ / ② ⑩ / ③ ⑪ / ④ ⑫ / ⑤ ⑬ / ⑥ ⑭ / ⑦ ⑮ / ⑧ ⑯

INFORMATION ABOUT STUDENTS

1 Father's Occupation ①②③④⑤⑥	11 Residence ①②③④⑤⑥	21 Extra-Curric ⓪①②③④
2 Father's Education ①②③④⑤	12 Schools ①②③④⑤	22 Self-Esteem ①②③④⑤
3 Mother's Occupation ①②③④⑤⑥	13 Achievement ①②③④⑤	23 Grades ⓪①②③④
4 Mother's Education ①②③④⑤	14 Intelligence ①②③④⑤	24 Special Ed ⓪①②③④⑤⑥
5 Siblings ⓪①②③④	15 Courses Failed ⓪①②③④	25 Change Residence ⓪①
6 Position in Family ①②③④	16 Age/Grade ①②③④⑤	26 Change Schools ⓪①
7 Sib Drop Outs ⓪①②③④	17 Retained ⓪①②③	27 Parent's Health ⓪①
8 Family Grouping ①②③④⑤⑥⑦⑧	18 Absences ①②③④⑤	28 Death of Parent ⓪①
9 Language Used ①②③④⑤	19 Suspended ⓪①②③④	29 Parent Attempt ⓪①
10 Attitudes ①②③④⑤	20 Expelled ⓪①②	30 Parent Lost Job ⓪①

31 Divorce/Separate ⓪①	41 Student Alcohol ⓪①	51 Flexible ⓪①
32 Death of Friend ⓪①	42 Parent Alcoholic ⓪①	52 Tutor ⓪①
33 Illness/Accident ⓪①	43 Drunk Driving ⓪①	53 Homework ⓪①
34 Death Sibling ⓪①	44 Arrested ⓪①	54 Parents ⓪①
35 Dropped from Team ⓪①	45 Abused ⓪①	55 Basic Skills ⓪①
36 Attempt Suicide ⓪①	46 Small Class ⓪①	56 Refer Psychologist ⓪①
37 Pregnancy ⓪①	47 Computer ⓪①	57 Materials ⓪①
38 Uses Drugs ⓪①	48 Refer Spec Ed ⓪①	58 Teachers ⓪①
39 Sells Drugs ⓪①	49 Low Group ⓪①	
40 Family/Drugs ⓪①	50 Individualize ⓪①	

Appendix F*

Student's first name _____

Birthdate _____

Age in years and months as of 1 October 1988 _____

How many people live in this child's home _____
Note: count mother, father, brothers, sisters, aunts, uncles, grandparents, and any others who live in the home)

How many children (under 18) are in the the family, including this child? _____

Who is now father figure to this student? _____
A. the biological father, who is at home
B. the biological father, who is not home
C. a stepfather
D. a foster father
E. a grandfather
F. another relative (e.g., uncle)
G. another grownup (not a relative)
H. no one

How many years of schooling did the father complete? _____

Who is now mother figure to this student? _____
A. the biological mother, who is at home
B. the biological mother, who is not home
C. a stepmother
D. a foster mother
E. a grandmother
F. another relative (e.g., aunt)
G. another grownup (not a relative)
H. no one

*Barber, Larry, Rubin Carriedo, William Denton, Jack Frymier, Bruce Gansneder, Sharon Johnson-Lewis, and Neville Robertson. Manual of Instructions for A Study of Students At Risk. Bloomington, Indiana: Phi Delta Kappa, August, 1988.

How many years of schooling did the mother complete? _____

Does the father work? (Yes or No) _____

If the father works, what does he do? _____

Does the mother work? (Yes or No) _____

If the mother works, what does she do? _____

Does anyone in the home speak a language other than English most of the time? _____

If "Yes," what language is it? _____

How many rooms are in the home? _____
Note: Count only the rooms the family lives in. Count the kitchen (if it is separate), but not bathrooms.

Does the family have a television set? _____

Does the family have a telephone? _____

Does the family have a refrigerator? _____

Does the family have a dictionary? _____

Does the family have an encyclopedia? _____

Does the family have an automobile? _____

Does the family have a vacuum cleaner? _____

Does the family get a daily newspaper? _____

How many different schools has the student gone to since first grade? _____

Did the student go to kindergarten? _____

Did the student go to nursery school? _____

How does the student get to school each day? _____
A. walk
B. ride bicycle
C. school bus
D. city bus or subway
E. automobile
F. other

Compared to all of the other students in this school, how well does this student achieve? _____
A. much better than average
B. somewhat better than average
C. average
D. somewhat lower than average
E. much lower than average

Did this student receive any "F's" last year? _____

If "Yes," how many courses did student fail? _____

Has this student ever been retained in grade? _____

If "Yes," how many times? _____

How many days was this student absent last year? _____

How many times was this student tardy last year? _____

What grades does this student usually get in Reading or Language Arts? _____

What grades does this student usually get in Mathematics? _____

What grades does this student usually get in Social Studies? _____

What grades does this student usually get in Science? _____

How does this student get along with other students in the classroom? _____
A. very well accepted, very popular
B. accepted, has some friends
C. left alone, ignored, isolated
D. rejected, has very few friends
E. very much rejected, disliked by others

What grade level did this student score at on the Language Arts section of the most recent norm reference achievement test? _____

What grade level did this student score at on the Mathematics section of the most recent norm reference achievement test? _____

What IQ score or Aptitude score did this student make on the most recent test of this sort that the student took? Also, indicate name of test used. _____

Any evidence that this student uses drugs? _____
A. no evidence at all
B. some evidence that drugs used
C. very definite evidence that drugs used
D. student disciplined for drug use
E. student has been arrested for drug use

Any evidence that this student uses alcohol? _____
A. no evidence at all
B. some evidence that alcohol used
C. very definite evidence that alcohol used
D. student has been disciplined for use of alcohol
E. student has been arrested for use of alcohol

Any evidence that this student is sexually active? _____
A. no evidence at all
B. some evidence student is sexually active
C. very definite evidence of sexual activity
D. pregnancy resulted from sexual activity
E. a child has been born as a result of sexual activity of this student

Appendix

Permission to Video Tape

I, _____, do hereby give permission for my child, _____, to participate in videotaping by Phi Delta Kappa. I also understand that only my child's first name will be used, and absolutely no reference to city, state, school, school district, or community will be included on this tape.

I understand that this tape is for non-profit, non-commercial, educational purposes, and as such I relinquish all claims for remuneration.

Signed _____

Date _____

Appendix

Permission to Video Tape

I, _____, give permission for Phi Delta Kappa to make a video tape of me for non-profit purposes. I understand that this tape will be used only for educational purposes and will not be made available for commercial purposes of any kind.

I understand that this tape is for non-profit, non-commercial, educational purposes, and as such I relinquish all claims for remuneration.

Signed _____

Date _____

APPENDIX G: CASE STUDY *

Part One: Focus on the Student

Background

Javier is a ten-year old Hispanic male who is in the 4th grade in a public elementary school. He lives with his older brother, younger sister, and mother, who is raising her children as a single parent because she is now divorced. The mother does not work outside of the home and is receiving Aid to Families with Dependent Children (AFDC). They live in a single family, modestly furnished, three-bedroom house in a community that has changed dramatically over the years from a mostly middle class neighborhood to a low to middle income area with public housing units.

Characteristics and Attributes

Javier has black wavy hair that is cut very short everywhere but in the very back, where there is a growth of hair about four inches long. The dominant language spoken in the home is English; Javier has a native-speaker proficiency in English. He has a congenial personality as evidenced by his ready smile. Although he is a bit smaller than the average ten-year old, he seems to be able to hold his own when he horse plays with his older brother and peers. He is an avid wrestling enthusiast, which does not please his mom. She stopped subscribing to cable so that he would not

*Bixler-Marquez, Dennis, and Milagros Seda. Case Study of an At Risk Student. El Paso, Texas: U.T. El Paso Phi Delta Kappa Chapter report on a ten-year old Hispanic male determined to be at risk, April, 1989.

get ideas from watching the wrestling matches - the mother had observed him using wrestling holds in scuffles with his brother.

When Javier was asked about his career goals he responded that he wanted to be a truck driver, because he thinks the training provided is sufficient to succeed in life and that formal schooling is unnecessary.

Javier's mother said that he is more of the outdoor type and would rather go out to the park rather than watch TV. She said that although he would like to participate in organized sports, she cannot afford to have him join due to the cost involved. However, two years ago he was in another school where he was part of a team that required no uniforms. Javier named football as his favorite sports activity and his favorite reading topic.

Relationship with Others

Parents. Javier seems to have a lot of love and respect for his mother. She in turn demonstrates great concern over his well being, but is at times unable to obtain for him necessary services from institutions such as schools. She uses a system of charts to monitor and control her children's behavior; her children collect points for showing good behavior and performing house chores; points are taken away for

misbehaving. Javier does well under this management system.

His mother said that Javier does not know his biological father, who she said showed no interest in wanting to see him. The only father he knows is his stepfather, whom she married when Javier was a year old and who is her daughter's father. At the time of the interview, Javier had last seen his stepfather three months ago. Unconfirmed reports suggest the stepfather had been incarcerated for trafficking in drugs. The mother explained that she had to separate from Javier's stepfather due to the violence directed toward her, although none was directed toward the children. About three weeks after the initial interview, the stepfather returned for a short visit. The home-room teacher learned from Javier that, while there, the stepfather allegedly assaulted the mother whereupon Javier allegedly brandished a make-shift weapon in an attempt to defend his mother. Javier stated to the researchers that the stepfather came to visit his daughter (Javier's half sister) and that the stepfather is now living with another woman. However, when he was asked about the events of the week in which the violence allegedly occurred, he denied the recent assault on his mother. Apparently violence continues in the home despite Javier's unwillingness to admit it.

Javier's teachers think that he is very attached to his (step)father, who they mistakenly think is his biological father. Javier tells his teachers that his father writes to him and sends him drawings. It is not certain whether or not Javier's positive feelings toward his stepfather are real or fantasy. Subsequent interviews with Javier did not provide any additional information.

Siblings. Javier has been described as very protective of his younger sister. He waits for her after school, watches over her, and gives her money if she needs it. However, he frequently gets into fights with his older brother, who often makes fun of him and calls him names, because Javier attends special reading classes. His mother said she has heard her older son call Javier a "retard," a derogative term often used by students when referring to pupils who attend special education or resource classes. There are also quarrels among the three children, but she said "no more than with other families."

It is possible that since the stepfather is the little girl's father, there may be some resentment directed toward her. That is, if it weren't for the sister, there would be no visits to the home on the part of the stepfather and, therefore, no violence occurring. The teachers report that Javier, at times,

has expressed such resentment.

Other relatives. Javier has a 15-year old uncle who communicates with him about twice a month. The mother said that both of her sons look up to their uncle, who gives them a lot of positive feedback. The uncle also likes the sport of wrestling and often instructs Javier and his brother on various wrestling holds.

The uncle attended special classes when he was in elementary school and therefore is able to empathize with Javier about his negative feelings toward attending special classes. According to his teacher, the uncle has counseled him not to let others call him names and to do whatever he must to defend himself. However, in the video interview the mother claimed that the uncle recommended he ignore the comments. The mother's perceptions of people and events often differed from those of the teachers.

Javier is in contact with the extended family; at Christmas, Javier visited his grandparents from whom he received some of the presents on his Christmas wish list. Sometimes the mother babysits some of her relative's children.

Teachers. He is still in touch with his third-grade teacher, who his mother says he liked very much, as she was very helpful and responsible for

helping him get into resource; she kept in frequent contact with the mother. He is beginning to get comfortable with his fourth-grade teacher as well as his other teachers.

Peers. Javier's third-grade teacher said that last year he was not able to make friends and initiated fights outside the classroom. However, her observations of him this year indicate he is getting along better. She said he smiles more and is better able to hold his temper.

Javier's present fourth-grade teacher said that he forces himself on his peers. She said she remembers observing him one day when he needed a pencil and no one would lend him one. As far as group projects are concerned, she said that he wasn't able to work effectively with a small group so she works with him instead; he feels more comfortable with her. The few peers he "hangs around with" are frequently those much like himself, i.e., students perceived as quarrelsome trouble-makers by teachers and other students.

Other students. According to Javier's mother, other students in the school like to taunt him and call him names. She said he was often called to the principal's office last year for misbehaving and getting into fights. However, this year she thinks he is getting along much better because the principal has

not notified her of any problems.

Neighborhood friends. Javier's mother said that he does not have a lot of friends in the neighborhood, because mostly elderly people reside there. Some relatives do reside nearby.

Other adults. Javier has established good rapport with the head custodian, who is a Hispanic male. The custodian said that Javier is basically a "good kid," but that he has observed him getting into trouble. He said that lately Javier has been coming to him to talk things over. Frequently he will tell him about his home life and about incidents in which he got into trouble. Sometimes Javier will need money for something and he will give it to him. He mentioned that Javier's behavior has improved since the beginning of the school year. It appears that the custodian is the only positive male role model in Javier's life at the present time, though no information was obtained on Javier's uncle to identify him as a negative influence.

Education History

Pre-K to third grade. The interview with Javier's mother indicated that Javier attended pre-school for only a few months. She said she had trouble picking him up on time because she worked. So when the assistant principal threatened not to allow Javier to return, she took him out. Therefore, he did not attend

pre-school or kindergarten and went directly to 1st grade, probably starting school with an academic and socialization deficit. Since then they have moved several times and he has been in three different schools.

There is no information in Javier's cum folder regarding first-grade academic work. However, records indicate that for second grade he was present for 151 days and absent for nine days in a previous school. While there he had a B average in math, social studies, science, art, music, and PE, but was below level in reading. He was withdrawn from the second grade 16 days before the end of the school year, but was admitted into his current school and completed the remaining school year there. This is the school he is presently attending.

The home language survey indicated that English is the language spoken most of the time by the student and in the home. During Javier's third-grade year he was absent for nine days and maintained a B average in math, science, and social studies, but was placed in a reading resource class due to his continued below-level reading status. About six months into the third-grade year he was administered a state-mandated test of minimum skills. The results indicated mastery of minimum grade-three competencies in mathematics,

reading, and writing. However, he scored below 20th percentile in reading on the metropolitan test.

Teacher interviews. The third-grade teacher provided much information on Javier's behavior during his attendance in her class last year. She said that he tested at the first-grade reading level and was not easily motivated when he first was assigned to her class. In addition, his attention span was very short, but attention deficit was ruled out as a problem. Further observations of him indicated possible problems at home. At times he would be hostile and defensive, perhaps because he needed to put up defenses to survive. At the beginning of the school year he would often display aggressive behavior in class, but she told him it was not necessary and he eased off after a while. Javier confided to her that his "father" told him to show others that he would not allow himself to be shoved around. He was also influenced by his uncle not to let people "push you around." It was shown at the beginning of this narrative that the mother claimed the uncle told Javier to ignore negative comments. The teacher stressed that although he displayed a "machismo" attitude, he was nevertheless very fragile, sensitive, and needed lots of love and reassurance.

After having several conferences with the mother, she discovered that Javier had had difficulties with

previous teachers. This indicated to her that perhaps he lacked trust in teachers. She said it took her a few months to establish trust with him. Once trust was established he was able to open up more.

The assistant principal and counselor were notified for help primarily because Javier was not able to make friends, initiated fights outside the classroom, and had generally a low-self concept. He was placed in the resource classroom to help him increase his reading level, and although he was not agreeable at first, she was able to convince him to accept the idea. She feels others may have given him a negative attitude about attending reading resource classes. The mother was very supportive of his placement in resource and seemed glad that someone had pinpointed the problem.

After having several sessions with the counselor, the teacher learned that Javier was suffering emotionally, but the counselor was able to build some trust and rapport, which made it possible for him to find out more about Javier's home life. The counselor told her that Javier was one of the students most in need of counseling he had seen that year. Although the mother had some reservations about the counseling at first, she became supportive of it after being reassured that it was in the best interest of her son.

There are no records indicating what transpired during the counseling sessions. The information was provided by the third-grade teacher based on her conferences with the counselor about Javier. She did say that the counselor was very good with Javier and that good rapport was established right away. He established an open door policy for Javier to visit him whenever he felt the need to discuss a problem. Unfortunately, at the time the case study interviews were scheduled, the counselor was very ill and not able to be interviewed. It was later learned that the counselor passed away. The process of providing a new counselor for the school is currently in progress.

The teacher said that at the end of the school year his self-concept had improved, but she knew that he still had a long way to go. However, her observations of him this year indicate that he seems to be getting along better and does not seem to get into as much trouble. She still keeps in contact with him and he comes to visit her at times. She feels it is important to continue to work closely with Javier and his family throughout the school year and to provide him with as much positive feedback as possible.

Part Two: Focus on the School

Principal Interview

Information from the principal interview revealed that there were a total of 961 students enrolled in the target public school for the first month of the 1988-89 school year. The elementary school is located in a middle to lower-middle class neighborhood and has served as a mainstay for the community. The building is 30-years old and in excellent condition. As the first elementary school built by the district in this area of town, it carries a proud tradition of quality education. However, community interaction with the school is minimal. The school facilities are used quite frequently by church groups and clubs.

The principal is a female Caucasian, has a masters degree, has been a classroom teacher for 12 years, an elementary assistant principal for seven years, and a principal for three years, for a total of 22-years experience. She has been the principal at the elementary school (grades K to six) for approximately two years.

She is non-authoritarian and assumes that professionals are qualified to carry out their jobs. She believes in giving her staff autonomy and opportunities to experiment and try out new methods. She has high expectations of her staff and students.

There are nine male and 44 female full-time teachers, two male part-time teachers, and one female full-time administrator. The school has been without the services of a permanent counselor; part-time counselors from other schools are being used temporarily. An assistant principal has not been assigned to the school; a curriculum supervisor from central office assists on a part-time basis. The lack of stability in these two positions appears to be a critical factor for the success of students like Javier.

The school is located in a large city community with an ethnic composition of 28% White, 4% Black, 67% Hispanic, and 1% Asian. The socioeconomic background of students' families is predominantly skilled labor (74%). The stability of the community in terms of people moving in and out was rated as very stable.

When asked what strategies are used to help "at-risk" students and to what extent such strategies are effective, the principal rated smaller classes, computerized instruction, placement in low (achievement) group, and special teachers very-high in effectiveness; placement in Chapter I (resource) was rated moderately high. Other strategies such as peer tutoring, grade retention, special education, teaching of coping skills, use of thinking skills, conferences

with parents, after-school and summer programs were rated very low.

Eleven to 20 percent of working time was reported as being spent on problems associated with at-risk students, but was rated as not very productive. For example, she reported that the previous week she had counseled five boys, but had to repeat it for two of the same boys.

Family instability was listed as one of the biggest problems the school has to address; many of the students come from foster or single-parent homes. When asked how responsible she felt for helping students cope with certain at-risk factors, she rated family discord and family instability as factors for which she felt the least responsibility. Substance abuse, crime, and alcohol abuse were rated as factors for which she felt most responsible; these factors are not operant in the school.

When asked to rank-order the extent to which parents, teachers, and students should be responsible for helping students cope with substance abuse, family discord, family instability, crime, and alcohol abuse, she rated parents as most responsible, students as the next most responsible, and teachers as least responsible for each at-risk factor.

The principal stated that her primary role as a

principal of the school was that of peace maker. She said "I am supposed to be the instructional leader, but I run interference at all levels, with children, parents, and teachers." When asked her perception of how teachers feel about working with at-risk students she answered "some are willing, but most feel too many responsibilities are placed on them. Teachers feel overwhelmed by the responsibilities the community places on them."

The processes most used in the school to help at-risk students succeed academically were language assessment, referral to special education, and closer monitoring by teachers. Non-academic help is supposed to be rendered through counseling by the school counselor with the child and/or parents.

In addressing the needs of at-risk students, the principal defined her role as being confined to the school. She said she seldom works with outside agencies, because they usually are too slow to respond, are not willing, or else are not equipped to handle some of the minor situations. Failing grades and lack of parent interest were the at-risk characteristics listed as being most often associated with the at-risk students at her school.

When asked what process is used to assign students to classes and teachers each year, the principal

responded teachers complete a card on each child at the end of each year. They rate the students' potential/mastery into the following categories (above-average, high, high-medium, medium, low-medium, low). Class assignments are then made with an even distribution of all levels and males/females. The class formation process does not take into account whether or not a student is at risk. Distribution is even in all classes except for gifted and (magnet) resource children at their level. In the latter instance, there are generally about five students per class and special attention is given to assigning the teachers for these classes; teacher flexibility is of prime importance. In the case of gifted classes, she usually assigns a high number of students to each class so they are not affected if new students come to the school and class size has to be expanded. Parents requests for a particular class for their children are generally honored. She also will honor "personality conflict" moves if the parent has talked to the teacher and if she (principal) agrees that a conflict exists; great discretion is always used.

Reading was rated as the most important academic skill students must acquire for school success.

Case Study Selection

Javier was unanimously selected by the 4th-grade

teachers as most "at-risk" based on his behavioral problems. Their selection was based solely on their experiences with Javier in the classroom and interviews with the mother; transfer records were available from the school he had attended in the second grade, but no records from the school he attended in the first grade were available. In addition, no counseling records exist, despite the fact that, last year, Javier was meeting with the school counselor on a regular basis. When vital information is not disseminated from one school to another, or from one group of teachers to another, the academic and emotional needs of students such as Javier could be overlooked. Javier could possibly "fall through the cracks" as he moves from one grade to another, particularly as he makes the transition to Jr. High, where they will know nothing about him.

Classroom Observation

The following describes what went on in some of the classes Javier attends. Video tapes of some these classes are also available.

Health class. The teacher walked into the classroom, greeted the class, then turned on the overhead projector. The teaching strategy was mostly lecture style, but she frequently stopped to ask the students questions and listen to their replies. The

objective of the lesson was to distinguish between legal and illegal drugs. Javier sat in the front row, with a pencil in his ear, paying attention to the teacher. He continued to pay attention throughout the rest of the period. He may have been conscious of the camera or this may be his usual behavior, because in the interview with the health teacher she listed paying attention as one of his strengths.

Javier usually did not volunteer to answer many of the questions asked by the teacher, but when asked if the students thought we should "be able to buy cocaine in Safeway," Javier answered in a soft voice "no because more people will die." When the teacher asked the students how many of them had ever heard of marijuana or AIDS, Javier raised his hand along with several other students. The teacher also asked how many students had ever been around persons smoking marijuana. Several students raised their hand including Javier. She asked "can you tell the difference between regular cigarette smoke and marijuana smoke"? Javier, along with others, answered yes.

Towards the end of the period the teacher asked the students to write down five reasons why marijuana should be legal or five reasons why it should not be legal. Javier began writing his response right away

and turned in his paper along with the other students at the end of the period. He wrote the following:

becuse it is bad for the body

Be cease it case is lung cancer.

A becuase it law not to use pot.

You my deay from pot.

A becuase is

Reading resource. Javier has to go to another class to receive special help in reading. He entered the room and sat at a table with three other students and the reading teacher. She began the lesson by having each student take turns reading and periodically asking questions. Javier did a pretty good job of reading the passages. In fact, he read better than the other three in the group. At one point, he even corrected another student who mispronounced a word. He was ready with an answer to almost all of her questions.

Although Javier was generally paying attention while the camera was on him, the reading teacher later revealed that he is usually disruptive and is apathetic about answering the questions. Javier revealed in an earlier interview with him that he finds the reading class boring and thinks he does better than the other kids.

For the rest of the period the teacher used 5-by-8

cards and instructed the students to read the riddles aloud, solve the riddles, and copy the riddles on paper.

English. Javier receives language arts from the same teacher who instructs him in reading resource. The lesson that day was spelling. Toward the end of the period the students were given a spelling test of the following words: pretty, fork, year, best, order, cheer, better, friend, large, blaze, learn, chair, care, stay, morning, before, floor, hurt, body, blind, honor, melt, always, start, buy. Then the students were told to pick any five words and write a sentence. The teacher went to each desk to correct their papers then told them to write the word or words they missed three times each. Javier completed the assignment, but misspelled the following words: petty (pretty), larg (large), blaz (blaze), minoing (morning), oner (honor), allways (always). He wrote the following sentences:

I sit down on the chair.

I will stay for dinner.

I spill milk on the floor.

I hurt my self.

The snow man melt it on the floor.

For the last part of the period, the students were assigned work to do in their workbooks.

Science. The science teacher entered the

4th-grade homeroom, then directed the students to "take out paper and pencil." Next, dittos containing the days lesson were distributed to the students. Javier volunteered to distribute the dittos and seemed pleased to be selected. For the remainder of the period the teacher read from the ditto sheet while students followed along. At times she would stop to explain certain items more thoroughly and ask if students had any questions. The ditto contained information about science projects students could choose for the upcoming science fair. The materials necessary to make the project were specified. In addition, there was much attention devoted to creating projects that were not dangerous and that could be done with minimum help from family members. Javier paid attention throughout most of the period. Occasionally, he would look at the paper of the student next to him. No other task was required of the students.

Teacher Interviews

Fourth-grade teacher. The interview with Javier's fourth-grade homeroom teacher yielded much information about Javier's academic performance in the classroom. In addition, she described her oberservations of his emotional behavior.

The teacher explained that her program is called a "magnet" classroom where a low-ratio of students is

maintained. Students assigned to such classrooms are those who are in trouble, on medication, functioning at a low-academic level, exhibit mal-adaptive social behavior, and have attention deficit. No special training for teaching these students is required, but the low-ratio of students allows the teacher time to work more closely with each student. However, she only has two to three students less than the average fourth-grade class in the school. The majority of her students are functioning below academic level and many are assigned to special resource classrooms. She explained, however, that, in the program, there are also gifted students as well as students whose grades are in the A-B range. Generally, it is a mixed group where the gifted students also serve as role models. The latter ones constitute an asset when she assigns study groups or engages in cooperative learning. The curriculum is basically the same, but the main difference is that theoretically, not in practice, there is more time to work with the students.

When asked why she thought Javier was considered to be more at-risk than other students, she responded that she believed his main problem stems from the home. She said he brings his problems to school, can not cope with major problems, and gets violent when things do not go well. This seems to build up more hatred to the

adult world and thereby causes a chain reaction. He was described by her as a "time bomb ready to explode." Since he has so many problems, lacks social skills, and does not possess any coping skills, she feels he is a strong candidate for failure.

According to her, Javier presently is less prone to emotional outbursts. He only gets into trouble now on the average of about once a week. Earlier in the year it was everyday. She says her principal strategy is to let him work at his own pace and give him chances to turn in his assignments late. She has worked out a comfortable schedule for him.

When asked how Javier reacts to discipline, she responded that he does not seem to care; he just repeats the behavior. Regular methods of discipline do not seem to work with him. However, she said he does respond when she takes extra care with him. She has gotten to know him better and is more able to identify what his problems are. She stressed, however, that such attention is not always possible, because she also has other students in need of her attention.

She finds him to have a low self-concept and is very sensitive. He will cry around adults, but he holds back from crying when he is with his peers or other students. She said he learned from way back that physical violence is an answer; he was never taught

that he must respect his elders and obey rules.

She meets with his mother on occasion and finds her to be very intelligent and a very nice person who seems to want what is best for her children. The teacher said Javier seems to be very attached to his "dad," takes good care of his sister, and has no complaints about his brother, who Javier claims he is able to "beat up."

Javier attends resource classes for help in reading, and the teacher said he seems to realize he needs it to function well in school. He is presently functioning one year below grade level in reading. She also teaches reading to him with her other students and hopes to get him up to 5th-grade level by the end of the school year. She encourages him to complete his assignments in order to show he is capable and, therefore, test out of the resource class. He maintains a C average with her and a B average in resource.

When asked how she handled homework assignments, she responded that the students know the rules about homework and it is their responsibility to turn in their work on time. She said Javier is getting better at doing his homework. Sometimes his homework consists of taking home unfinished work. She added that 90% of the time he does not complete his assignments. She

speculated that he may need more time to complete the work, there may be too many distractions in the classroom, or there may be other reasons unknown to her.

The magnet school program continues through 5th and 6th grade, but the teacher is not sure what Javier's academic success will be beyond grade six. She thinks his father would help if he were around and that, if he does not get more help from his father, Javier might fail. She feels he needs to have a consistent person in his life with whom he can maintain trust; male role models would probably be an asset. She explained that last year the school couselor spent a lot of time with Javier and he seemed to have been improving, but there is no counselor this year. She believes continued counseling would be beneficial for Javier's academic progress and emotional well being. She suggested that Javier should be assigned to just one counselor who could follow Javier's progress throughout the critical school years ahead.

Although Javier receives most classes from the homeroom teacher, other teachers go to the classroom to teach health, English, and science. Information obtained from interviews with the health and English teachers follows. The science teacher did not wish to be interviewed.

Health teacher. The health teacher described Javier as a "nice little boy" who tries very hard during instruction. She said she has had no particular behavior problems with him. In fact, she said he usually pays attention and provides her with reasons if he has been absent. She emphasized that he does have some weaknesses in reading and spelling. Although he has as much to share as the rest of the class he hardly ever raises his hand to answer. She frequently finds herself "pulling" information from him.

Physical education teacher. The physical education teacher indicated that Javier is a natural athlete. He excells in most sports. When asked about Javier's aggressive behavior, he indicated that Javier does not fight anymore than the average student in his class.

English/reading teacher. The English teacher goes to Javier's classroom to teach language arts. In addition, Javier goes to her room for an extra period of language arts. She is the same teacher he has for reading resource and math.

The teacher described Javier's behavior in her classes as variable. She said sometimes "he is a very nice and well-mannered little boy." However, at times he is very hard to work with; he will become uncooperative and disruptive. She explained that when

he is disruptive "he is kind of undermining and sneaky." He will kick the other kids, throw things rather on the sly, and "yell and say ugly words." Javier has befriended a student who has become his companion in mischief. (During the video taping, Javier made signals to the student sitting next to him, which resulted in their throwing spit wads at each other. The teacher did not notice. He smiled then laughed nervously when he realized the camera had recorded the incident.)

The teacher described Javier's self-image as being very low and said that he perceives himself as a failure.

Although most of the interview consisted of descriptions of Javier's emotional behavior, she did provide some information about his reading progress. She said he is currently reading at the third-grade level, as are the other students in his group. However, he was reading at a much lower level last year. Therefore, he has significantly improved in the last year.

When asked what might be done to help Javier overcome his behavioral problems, she responded that perhaps family counseling would be beneficial. She additionally feels he will continue to be more and more of a behavioral problem if he continues to seek out

friendships with students like himself. By the time he gets to high school, she thinks he will become increasingly frustrated with school.

Parent Interview

When the mother was interviewed regarding her perceptions of Javier's current 4th-grade teacher, she said that she did not know the teacher that well yet. However, she mentioned that there have been some communication breakdowns. She claims that the teacher tells her one thing and Javier tells her something else. She cited an incident that occurred when Javier had returned to school after having been absent for a few days. She explained that, on that day, there had been a science fair held during the last period of the day. Javier told his mother that the teacher had said "Now you know what you are going to do while we go." Javier interpreted that as meaning he had to remain alone in the classroom and not be able to attend the science fair at the auditorium with the other students. When the teacher returned to the classroom, having dismissed the class for the day at the auditorium, she found Javier still sitting in the classroom. She asked Javier why he had not attended the fair, which prompted Javier to yell at her, for which he was immediately sent to the principal's office. However, his mother said that the teacher denied telling Javier that he

could not attend the fair. If the mother's information is accurate, Javier's version and the teacher's version do not match. She later discovered that the teacher told other teachers about the incident and felt that it should have been kept in confidence.

Since the incident, the mother has talked with the teacher in an effort to have her understand Javier better. She told the teacher that Javier responds to people who show patience and understanding. She revealed that Javier is more likely to do something if he knows the reason behind it; simply telling him to do it will not work. Other situations that will cause Javier to close up is "if you are short with him or if he feels you are upset with him."

The teacher told the mother that Javier's behavior has been improving lately, but the mother does not feel he has yet reached the point where he will confide everything to the teacher.

The mother was also asked about her perceptions of the other teachers from whom Javier receives instruction, but she said she knew very little about them. She had a conference with the reading teacher and did not learn much about Javier's reading progress.

When the mother was asked if she felt Javier will be successful in school in the next couple of years, she answered "I hope so, and I'm optimistic that he

will, but it depends on the teachers, because some teachers will take the time, will notice the problem. They say he has a short attention span. So far, the teachers here have been able to handle him."

Summary

The most significant at-risk factors for Javier, that are discernible at this time, are exposure to violence in the home; lack of continuous, positive adult contact, particularly with male role models; low self-esteem; negative feelings toward being in a reading resource class; lack of consistent counseling; the absense of records of his counseling and individual teacher assessments and prescriptions.

Javier's lack of self-esteem may be linked to his negative feelings about being in resource. Therefore, the school should consider whether or not continued instruction in the resource classroom is the best treatment of his below-level reading ability. Perhaps the extra help he needs could come from another source. It should be noted that on a follow-up visit to Javier's home, his mother revealed that Javier is now receiving reading resource with a group of fifth graders. She said he seems to feel better about being in the resource class, perhaps because he perceives it as a promotion.

Events and situations at home are often viewed by

teachers through the eyes of Javier. Similarly, the mother's perceptions of school events are filtered through Javier. Therefore, in some circumstances, Javier's problems are probably not accurately assessed. This could lead to the wrong prescriptions, for example, the suggestion by teachers for greater involvement by Javier's stepfather in his life. The stepfather may be one of the reasons behind Javier's aggressive behavior.

Continued opportunities for individual as well as family counseling should be encouraged. In addition, the school should consider the intervention of social agencies to ameliorate situations out of the realm of school responsibility. The stable presense of supervisory and counseling personnel is essential for Javier and students like him.

The cross-sectional nature and time limitations of this case study have not allowed for an indepth look at specific behavioral dimensions of the subject in light of the extant literature on selected at-risk factors. For example, it would be very useful to explore the literature on bullies, classroom femenization, and male-female differences in cognition and socialization vis-a-vis Javier's pattern of behavior and academic achievement over a period of time. A follow-up on these areas and longitudinal monitoring of Javier may

provide a better insight into his home and school difficulties.

It is hoped that the data resulting from this case study, despite the limitations mentioned, provide educators with a clearer insight of the plight of the at-risk student. This should be considered only the first step toward effecting appropriate changes in public school policy related to the at-risk student.

APPENDIX H*

PHI DELTA KAPPA

OPTIONAL STUDY

UNIVERSITY OF TEXAS AT EL PASO

CHAPTER

March 15, 1989

*Swaney, Patricia, Judy Lewis, and Burton Johnson. Phi Delta Kappa Optional Study. El Paso, Texas: U.T. El Paso Phi Delta Kappa Chapter report on the significance of variables which appear to be relevant to the profile of the teen mother in El Paso County, March 15, 1989.

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CHAPTER I

Problem Statement

According to the Hogg Foundation on Mental Health (1986, p.22) Texas has the highest number of births to women under 15 years of age of all the United States. Children born to these younger parents are particularly subject to poverty and health complications since these mothers are not likely to be employed or to receive consistent medical care.

Research received by the Task Force on Adolescent Health and School Age Pregnancy indicates that if a teen mother remains unmarried and unemployed, she will likely become dependent on public assistance. In 1986, on a monthly average, 9,200 teenage mothers were receiving AFDC. Some of these mothers were as young as 13 years of age.

The home environment is where children receive preparation for learning and socialization. The skills which are developed in this home atmosphere are those which later enable the children to compete in school and in the work force. Without basic skills these children are vulnerable to setbacks which limit their futures and place them in the "high risk" category, thus, perpetuating the vicious cycle of the high risk-drop out, a population with which educational leaders are so intensely involved today.

Purpose of the Study

The purpose of this study was to collect and analyze appropriate data to determine whether a significant relationship between single or multiple identified variables and the pregnant teen existed. The majority of variables identified were those selected as potentially significant to the "high risk" students of the initial Phi Delta Kappa study.

Objectives of the Study

The study was directed toward achieving the following objectives:

1. Determine the significance of variables which appear to be relevant to the profile of the teen mother in El Paso County.

Limitations of the Study

The major limitation of the study was the restricted size of the population. To maintain variables to which all responded at intake, one had to consider those initially available. As the intake has been refined over the three years of the program's existence, information changed slightly.

This limited the subjects to those who answered the same initial intake questions.

A second limitation was the lack of precise experimental controls due to use of stored data. Educators are seldom afforded the luxury of operating in isolated, controlled conditions.

There will be no significant relationship between any of the following variables or combination of those variables and the pregnancy of the subject.

a. Zip code
b. Chronological age
c. Ethnicity
d. Marital status
e. Method of referral
f. Current pregnancy status
g. Recipient of pre-natal care
h. Number of children
i. Head of household
j. Number in household
k. Government assistance
   (1) Aid to Family and Dependent Children (AFDC)
   (2) Food stamps
   (3) Social Security Insurance (SSI)
   (4) Social security
l. Education
   (1) Highest grade completed
   (2) Document awarded
   (3) Type of school setting
   (4) Dropout status
m. Employment
   (1) Current employment
   (2) Work experience
n. Health status
   (1) Child health/medical care
   (2) Family planning
   (3) Women/Infant/Children program (WIC)
   (4) MEDICAID
o. Related alcoholism
p. Related suicide attempts

Definition of Terms

1. Chronological age expressed in years.
2. Ethnicity cited as Anglo, Black, Hispanic, Asian, Indian, or Other.
3. Marital status referred to single, married, divorced, separated, common law, or widowed.
4. Method of referral referred to project participant, friends/schoolmates, family member, school, news/radio/TV, welfare office, community organization, health service, or other.
5. Document awarded cited as high school diploma, G.E.D. certificate, neither, or certificate of attendance.

6. Type of school setting referred to regular high school, alternative school, G.E.D. program, college, other, graduate, or drop.
7. Work experience expressed as cumulative months of gainful employment.
8. Health status referred to services the subject had or was receiving.
9. Related alcoholism expressed a family-related, spouse-related, or self-related, and documented by third party person.
10. Related suicide attempts referred to any expression by the subject to take own life, and documented by third party person.

CHAPTER II

METHODS AND PROCEDURES

In September 1985, the Teen Parent Initiative, established by the Texas Department of Human Resources, funded a demonstration project called Project Redirection. The project is operated by the El Paso YWCA and serves pregnant teens, teen parents and teens at risk of becoming parents. The Project offers comprehensive health, education, employment and social services primarily through no-cost referrals to local agencies. Some services, such as case management and child care are provided directly through contracts.

All data was taken from initial intake interviews prior to the girls receiving any services other than referral to the program.

Description of the Subjects

The forty-five subjects were randomly selected, fifteen per academic school year, since the full implementation of Project Redirection at the Young Women's Christian Association (YWCA) comprising three academic years: 1985-1986, 1986-1987, and 1987-1988. All tables reflect fifteen subjects per academic year and their responses to twenty-six variables at the time of intake. All subjects are female and were enrolled in Project Redirection.

Of the nineteen delivery zip codes in the city, sixteen zip codes are represented in the study. Those zip codes absent are 08, 12, and 34. The largest single entry, 11, is in the 24 zip code area described by the postal service as the heavily populated area of Northeast El Paso. Combining zip codes 07 and 15 represented a slightly larger entry and was described as the area from Ascarate Park to Avenue of the Americas approximately with I-10 and the border as north and south boundaries. A similar number emerged when zip codes 01 through 05 were clustered encompassing the downtown area east to Delta with I-10 and the border as north and south boundaries.

All subjects were teenagers falling into a thirteen to nineteen age range. Almost one-third of the subjects were enrolled at age seventeen over the three year period; however, the vast majority of subjects were found in the sixteen to eighteen age group. The youngest subject was thirteen and none of the subjects were fourteen years of age (TABLE II).

Over seventy percent of the subjects were Hispanic, twenty percent Anglo, and less than ten percent Black. None of the subjects were either Asian, Indian or representatives of the Other category (TABLE III).

Almost two-thirds of the subjects were single when enrolling in Project Redirection and three of the forty-five were living with a common law husband. All of the remaining subjects were married (TABLE IV).

None of the subjects were referred to the project by other project participants or by the welfare office. The major methods of referral to Project Redirection were either school or organizations related to health services (TABLE V).

At the time of intake all subjects were asked if they were pregnant, and eighty percent affirmed that they were (TABLE VI). Thirty of the forty-five teenagers were receiving or had received information related to pre-natal care, and the number increased each year of the three years under study (TABLE VII).

Over seventy percent of the young females had no other children, and none had more than two children (TABLE VIII).

Only two of the forty-five subjects responded that they were head of the household (TABLE IX); however, the number of individuals living in the household ranged from two to ten persons. Twenty-two percent of the total subjects had four individuals living in the household, and over one-half of all the young females had three to five persons living in the household (TABLE X).

An overwhelming percentage of the teenagers were receiving no government assistance, but at least one and no more than four of the young females were receiving some form of government assistance. One subject chose not to respond to these items during intake (TABLE XI), and that occurred during the 1985-1986 school year.

The broad area of Education was investigated utilizing four variables: highest grade completed, document received, type of school setting, and dropout status. The highest grade completed ranged from Grade 4 to Grade 12, and the greatest number of subjects had completed Grade 11. Over one-half of all the teenagers had completed either Grade 10 or Grade 11 (TABLE XII); however, only three of the forty-five had received a high school diploma where as none had taken the General Education Development (G.E.D.) test, and over ninety percent had neither a high school diploma nor the G.E.D. test (TABLE XIII) and none had received a certificate of attendance. Almost two-thirds of the subjects were either in a regular or alternative school setting, and twelve of

the forty-five had dropped from school at the time of intake (TABLE XIV). When asked if they dropped from school due to their pregnancy, only four of the forty-five affirmed that they had dropped from school because they were pregnant. Over sixty percent denied that their pregnancy was the cause for dropping from school. Other reasons for dropping out of school were not explored at the time of intake. Only in the 1987-1988 school year did the subjects' responses reflect that they were currently enrolled and pregnant (TABLE XV).

Only two of the forty-five were employed when enrolling in Project Redirection, and almost seventy percent had no work experience. Work experience ranged from no experience to forty-eight months of experience; however, few subjects had more than two to three months of work experience (TABLE XIV)

Four aspects relating to the subject's health status were considered: health or medical care for the child, family planning, WIC, and MEDICAID. There was an absence of knowledge related to health or medical care for the child as well as knowledge of family planning and MEDICAID by over eighty to ninety percent of the subjects respectively. Over forty percent indicated a knowledge of the WIC program. When the four aspects are viewed collectively, almost eighty percent of the subjects deny an awareness or knowledge of programs directly related to their health status upon enrolling in Project Redirection (TABLE XVII).

Caseworkers had documented that more than forty percent of the teenagers affirmed the existence of related alcoholism (TABLE XVIII), and almost one-third of the forty-five subjects affirmed an expression related to suicide (TABLE XIX).

Statistical Discussion

A frequency analysis verified that the variables were normally distributed. By using Pearson's correlation coefficient procedure the effect of unit difference in the independent variables was established as the same at all points in the range of variables.

A stepwise multiple regression procedure was utilized with the SPSS program to analyze the data collected as described in the procedure section.

The hypothesis that there would be no significant relationship between any of the identified variables and the pregnancy of the subject was negated.

At the .80-.89999 level five (29%) variables were identified as evidencing a significant relationship with the pregnancy of the subject:

Government assistance: AFDC
Food stamps
Education: Highest education
Type of school setting
Document awarded
Employment
Cumulative work experience
Family planning
Pregnancy

At the .70-.79999 level an additional four (46% total) variables were added:

Government assistance: SSI
Social security
Number of children
Receipt of Medicare

At the .60-.69999 two more variables (54%) were accounted for:

Head of household
Dropout status

At the .50-.59999 level one more variable (58%) was added:

Type of school attended

The .40-.49999 picked up 4 more variables to account for 75% of the total:

Zip code
Age
Method of referral
Highest grade completed

The remaining variables appeared to hold no significant statistical relationship of note. No predictive elements are allowable at this stage of analysis, but the resulting profile of the pregnant teen in El Paso County might be used in order to formulate intervention programs for such students who evidence these characteristics in an attempt to prevent a potential pattern of dropout and pregnancy factors.

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APPENDIX

TABLE I

ZIP CODE

	1985-1986	1986-1987	1987-1988	TOTAL
01	0	2	0	2
02	0	1	2	3
03	0	1	1	2
04	2	0	0	2
05	2	0	0	2
06	0	1	0	1
07	1	4	3	8
15	0	0	4	4
22	1	0	0	1
24	6	3	2	11
25	0	0	1	1
27	1	0	1	2
30	0	1	0	1
32	1	0	0	1
35	0	2	1	3
36	1	0	0	1
TOTAL	15	15	15	45

TABLE II

CHRONOLOGICAL AGE

	1985-1986	1986-1987	1987-1988	TOTAL
13	0	1	0	1
14	0	0	0	0
15	1	1	1	3
16	3	5	2	10
17	3	4	6	13
18	6	2	2	10
19	2	2	4	8
TOTAL	15	15	15	45

TABLE III

ETHNICITY

	1985-1986	1986-1987	1987-1988	TOTAL
ANGLO	5	2	2	9
BLACK	0	2	1	3
HISPANIC	10	11	12	33
ASIAN	0	0	0	0
INDIAN	0	0	0	0
OTHER	0	0	0	0
TOTAL	15	15	15	45

TABLE IV

MARITAL STATUS

	1985-1986	1986-1987	1987-1988	TOTAL
SINGLE	9	9	11	29
MARRIED	6	5	2	13
DIVORCED	0	0	0	0
SEPARATED	0	0	0	0
COMMON LAW	0	1	2	3
WIDOW	0	0	0	0
TOTAL	15	15	15	45

TABLE V

METHOD OF REFERRAL

	1985-1986	1986-1987	1987-1988	TOTAL
Project Participant	0	0	0	0
Friends/ Schoolmates	2	1	1	4
Family Members	0	1	1	2
School	4	4	11	19
News/Radio/TV	1	1	0	2
Welfare Office	0	0	0	0
Community Organization	3	1	0	4
Health Service	4	6	2	12
Other	1	1	0	2
TOTAL	15	15	15	45

TABLE VI

CURRENT PREGNANCY STATUS

	1985-1986	1986-1987	1987-1988	TOTAL
Yes	9	14	13	36
No	6	1	2	9
TOTAL	15	15	15	45

TABLE VII

RECIPIENT OF PRE-NATAL CARE

	1985-1986	1986-1987	1987-1988	TOTAL
Yes	9	10	11	30
No	6	5	4	15
TOTAL	15	15	15	45

TABLE VIII

NUMBER OF CHILDREN

	1985-1986	1986-1987	1987-1988	TOTAL
0	7	13	12	32
1	8	2	2	12
2	0	0	1	1
TOTAL	15	15	15	45

TABLE IX

HEAD OF HOUSEHOLD

	1985-1986	1986-1987	1987-1988	TOTAL
Yes	2	0	0	2
No	13	15	15	43
TOTAL	15	15	15	45

TABLE X

NUMBER IN HOUSEHOLD

	1985-1986	1986-1987	1987-1988	TOTAL
2	2	2	1	5
3	5	2	1	8
4	2	3	5	10
5	2	4	2	8
6	0	2	2	4
7	1	0	2	3
8	2	1	2	5
9	1	0	0	1
10	0	1	0	1
TOTAL	15	15	15	45

TABLE XI

GOVERNMENT ASSISTANCE

	1985-1986	1986-1987	1987-1988	TOTAL
AFDC				
Yes	0	1	1	2
No	14	14	14	42
No Response	1	0	0	1
TOTAL	15	15	15	45
Food Stamps				
Yes	0	0	2	2
No	14	15	13	42
No Response	1	0	0	1
TOTAL	15	15	15	45
SSI				
Yes	0	0	1	1
No	14	15	14	43
No Response	1	0	0	1
TOTAL	15	15	15	45
Social Security				
Yes	1	2	1	4
No	13	13	14	40
No Response	1	0	0	1
TOTAL	15	15	15	45

TABLE XII: EDUCATION

HIGHEST GRADE COMPLETED

	1985-1986	1986-1987	1987-1988	TOTAL
4	0	1	0	1
5	0	0	0	0
6	0	1	0	1
7	1	2	0	3
8	1	1	3	5
9	3	2	1	6
10	3	4	3	10
11	5	3	8	16
12	2	1	0	3
TOTAL	15	15	15	45

TABLE XIII: EDUCATION

DOCUMENT RECEIVED

	1985-1986	1986-1987	1987-1988	TOTAL
High School Diploma	2	1	0	3
G.E.D.	0	0	0	0
Neither	13	14	15	42
Certificate of Attendance	0	0	0	0
TOTAL	15	15	15	45

TABLE XIV: EDUCATION

TYPE OF SCHOOL SETTING

	1985-1986	1986-1987	1987-1988	TOTAL
Regular	3	7	7	17
Alternative	4	2	6	12
G.E.D.	1	1	0	2
Graduate	2	0	0	2
Drop	5	5	2	12
TOTAL	15	15	15	45

TABLE XV: EDUCATION

DROPOUT STATUS

	1985-1986	1986-1987	1987-1988	TOTAL
Yes	1	2	1	4
No	14	13	1	28
Currently Enrolled	0	0	13	13
TOTAL	15	15	15	45

TABLE XVI

EMPLOYMENT

	1985-1986	1986-1987	1987-1988	TOTAL
Currently Employed				
Yes	2	0	0	2
No	13	15	15	43
TOTAL	15	15	15	45
Months of Work Experience				
0	9	12	10	31
2	1	1	1	3
3	2	2	1	5
5	1	0	0	1
9	0	0	1	1
12	0	0	1	1
16	1	0	0	1
38	0	0	1	1
48	1	0	0	1
TOTAL	15	15	15	45

TABLE XVII

HEALTH STATUS

	1985-1986	1986-1987	1987-1988	TOTAL
Child Health/ Medical Care				
Yes	4	1	3	8
No	11	14	12	37
TOTAL	15	15	15	45
Family Planning				
Yes	5	1	2	8
No	10	14	13	37
TOTAL	15	15	15	45
WIC				
Yes	6	5	8	19
No	9	10	7	26
TOTAL	15	15	15	45
MEDICAID				
Yes	1	2	0	3
No	14	13	15	42
TOTAL	15	15	15	45

TABLE XVIII

RELATED ALCOHOLISM

	1985-1986	1986-1987	1987-1988	TOTAL
Yes	9	5	6	20
No	6	10	9	25
TOTAL	15	15	15	45

TABLE XIX

RELATED SUICIDE

	1985-1986	1986-1987	1987-1988	TOTAL
Yes	5	4	5	14
No	10	11	10	31
TOTAL	15	15	15	45

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A STUDY OF STUDENTS AT RISK
Phi Delta Kappa

CHAPTER NUMBER	CHAPTER NAME
0002	Columbia University
0006	University of Chicago/DePaul University
0009	Harvard University
0012	University of Texas
0016	University of Illinois
0026	University of Virginia
0028	Kansas State University
0033	University of Cincinnati
0034	University of Tennessee
0042	University of Denver
0046	UCLA
0050	North Texas State Univ/Texas Woman's Univ.
0053	University of Maryland
0054	Oklahoma State University
0058	Iowa State University
0059	Indiana State University
0064	Ball State University
0066	Brigham Young University
0067	University of Hawaii
0068	University of South Dakota
0071	Bradley University
0073	University of Arkansas
0074	University of Houston
0080	Florida State University
0082	Butler University
0086	University of Miami
0090	Greater Cleveland Ohio-Inter University
0098	University of Northern Iowa
0100	Northern Illinois University
0104	Northern Arizona University
0105	Pittsburg State University
0106	Emporia State University
0114	Texas Christian University
0116	University of Nebraska/Omaha
0128	St. Cloud State University
0132	Central Washington
0133	West Virginia University
0136	Indiana University of Pennsylvania
0141	New Mexico State University
0148	University of Missouri/Kansas City
0149	Mississippi State University
0152	University of Wisconsin/Superior
0158	University of Dayton
0171	University of Texas/El Paso
0190	Henderson State University
0197	Idaho State University
0202	Towson State University
0210	Southern Connecticut State University
1014	Sacramento California
1016	San Antonio Texas
1026	Pierce County Washington
1031	Indianapolis Indiana
1035	Fort Wayne Indiana
1051	San Luis Obispo California
1052	Pasadena California
1057	Southern Oregon

CHAPTER NUMBER	CHAPTER NAME
1059	Lafayette Louisiana
1070	Imperial Valley California
1076	Moorhead Minnesota/Fargo North Dakota
1079	Clearwater/St. Petersburg Florida
1084	Hartford Connecticut
1092	Yakima Valley Washington
1102	Mount San Antonio California
1105	Whitewater Wisconsin
1108	Beaumont Texas
1110	Quad City Iowa/Illinois
1123	Kenosha-Racine Wisconsin
1142	Radford Virginia
1143	Lynchburg Virginia
1175	Sinnissippi Illinois
1176	Olympia Area Washington
1181	Red Deer Area Alberta
1183	Sheboygan Wisconsin
1191	Huntsville Alabama
1204	Farthest North Alaska
1207	Smoky Valley Kansas
1221	Western Nebraska
1234	Kanawha Valley West Virginia
1309	East Central Oklahoma University
1316	Northern Kentucky
1323	Mid Cities/UTA
1339	Red Cedar Area Wisconsin
1353	South Carolina State College
1363	Piedmont Area South Carolina
1366	Burlington Vermont
1385	Yavapai Arizona
1388	Natchez Mississippi
1393	University of Southern Maine
1410	College of St. Thomas Minnesota
1422	Northeast Mississippi
1435	University of Houston/Clear Lake
1437	Central Nebraska
1441	Mount St. Helens
1442	Southern Arkansas
1471	Florida Southern College
1478	Victoria Texas Area
1480	Phoenix North Valley
1494	Marion Area Ohio
1518	High Plains Colorado
1519	Jefferson County Colorado
1523	East San Diego County California